



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : P.S. 119 THE AMERSFORT SCHOOL
MAGNET SCHOOL OF GLOBAL & ETHICAL STUDIES

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 22K119

PRINCIPAL: LISA FERNANDEZ EMAIL: LFERNAN5@SCHOOLS.NYC.GOV

SUPERINTENDENT: LINDA WAITE

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Lisa Fernandez	*Principal	
Gail Gill	*UFT Chapter Leader, DC 37 Designee	
Arthur Johnson	*PA/PTA President	
Mary Moran	Member/Staff	
Jacqueline Sullivan	Member/Staff	
Barbara Snow	Member/Staff	
Donovan Bryan	Member/Parent	
Ms. Philips	Member/Parent	
Denise Hunte	Member/Parent	
Diana Zaragoza	Member/Parent	

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #1

By June 2012, 58% of students in Grades 3-5 will achieve Level 3 or 4 on complex tasks demonstrating mathematical models and/or explain in writing, the reasoning that led to a viable solution as evidenced by improved performance according to an identified grade level standard of achievement based on school created rubrics.

Comprehensive needs assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

- In keeping with the citywide instructional expectations for the 2011-2012 school year P.S.119 will work toward the goal of preparing all student, including ELL and students with disabilities, for life after high school. Teachers need to work collaboratively to create cognitively demanding learning experiences in their classrooms every day.
- We are mandated to continuously refine and revise a collaborative approach to a Common Core aligned curriculum, assessments, and teacher resources in keeping with these newest, higher standards. Collaborative Inquiry and Network-based training support this initiative.
- According to the results of the 2010 Parent and Teacher Surveys P.S. 119 is at the high level of approval in the areas of Communication and Engagement and in the highest level of satisfaction in the areas of Academic Expectations and Safety & Respect.
- With Math performance currently at 54.3% of students at levels 3 & 4, P.S. 119's focus on math achievement will remain a constant.

Instructional strategies/activities

Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:

- a) strategies/activities that encompass the needs of identified student subgroups:
 - Envisions Math program, Math Collaborative Inquiry, Family Math, Saturday ELL Intervention Program, Academic Intervention
 - Teachers will formulate mathematics tasks with rubrics aligned to CCSS
 - Student performance on informal and formal assessments: chapter tests and Periodic Assessments, during formal and informal observations and walk- through rounds, inquiry team notes and agenda items.

- b) staff and other resources used to implement these strategies/activities:
Classroom teachers, academic support paraprofessionals, academic intervention providers, AIS programs – Kaplan, envisions math home links, Perfection Learning Math, Education City

- c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities:
Teacher Goals, DOE staff needs assessment, Professional Development aligned with teacher request as well as student need, SLT participation and outreach

d) timeline for implementation:

By June 2012, 58% of students in Grades 3-5 will achieve levels 3 or 4 on complex tasks demonstrating mathematical models and/or explaining in writing, the reasoning that led to a viable solution as evidenced by improved performance according to an identified grade level standard of achievement based on school created rubrics.

Strategies to increase parental involvement

Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community
- hosting educational family events/activities during Parent Association meetings and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing monthly written and ongoing verbal progress reports that are periodically given to keep parents informed of their children's progress
- translate all critical school documents and provide interpretation during meetings and events as needed

Strategies for attracting Highly Qualified Teachers (HQT)

Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

Being that all staff members are currently highly qualified, P.S. 119 will support ongoing professional improvement by ensuring that:

- Administration will structure teacher support for the development/refinement of mathematics instruction and assessment according to teacher request and teacher need.
- Teachers will formulate mathematics tasks with rubrics aligned to CCSS.
- Teachers will develop extended response questions and assign complex questions as part of the daily Math lesson and evening home practice.

Service and program coordination

Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

- The Millennium Development Program/Bergen Beach Youth Organization: This CBO collaborates with P.S. 119 to implement programs that will support and extend the school programs and curriculum in an after school setting.
- RESOA funds are used for technology improvement which benefits the entire student population with the addition of laptops, smart boards, desktop computers, and technology lab improvements.

Budget and resources alignment

Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

- Title I SWP, FSF, Title IIA, Title II, Title III LEP, Data Specialist, IDEA, Magnet, Section 504, NYSTL, Math teacher/coaches, math AIS, classroom teachers, paraprofessionals.

ANNUAL GOAL #2 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #2

By June, 2012, 65% of students in Grades 3-5 will show progress in completing a task that asks them to read and analyze informational texts and write an opinion and argument in response as evidenced by improved performance according to an identified grade level standard of achievement based on standardized rubric.

Comprehensive needs assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

- In keeping with the citywide instructional expectations for the 2011-2012 school year P.S.119 will work toward the goal of preparing all student, including ELL and students with disabilities, for life after high school. Teachers need to work collaboratively to create cognitively demanding learning experiences in their classrooms every day.
- There is a mandate to continuously refine and revise a collaborative approach to a Common Core aligned curriculum, assessments, and teacher resources in keeping with these newest, higher standards.
- According to the results of the 2010 Parent and Teacher Surveys, P.S. 119 is at the high level of approval in the areas of Communication and Engagement and in the highest level of satisfaction in the areas of Academic Expectations and Safety & Respect.
- With ELA performance currently at 49.2% of students at levels 3 & 4, P.S. 119's focus on literacy and achievement will remain a constant. The Median Adjusted Growth Percentile remains above both the peer range and citywide range.

Instructional strategies/activities

Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:

- a) strategies/activities that encompass the needs of identified student subgroups:
Making Meaning, Heartwood Ethics, Leveled Literacy Intervention, Family ELA, Saturday ELL Intervention Program, Academic Intervention, Teachers will formulate literacy tasks with rubrics aligned to CCSS, Access Code, Soar to Success, Rourke Non-fiction Skill Builders, Quick Reads
- b) staff and other resources used to implement these strategies/activities:
Classroom teachers, academic support paraprofessionals, academic intervention providers, AIS programs – Kaplan, Education City, BRIC Rotunda Gallery, ITA, Unit Assessments, Monthly monitoring & parent progress reports
- c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities:
Teacher Goals, DOE staff needs assessment, Professional Development aligned with teacher request as well as student need, SLT participation and outreach
- d) timeline for implementation:
By June, 2012, 65% of students in Grades 3-5 will achieve grades 3 & 4 on a task that asks them to read and analyze informational texts and write an opinion and argument in response as evidenced by improved performance according to an identified grade level standard of achievement based on a standardized rubric.

Strategies to increase parental involvement

Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community
- hosting educational family events/activities during Parent Association meetings and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing monthly written and ongoing verbal progress reports that are periodically given to keep parents informed of their children's progress
- translate all critical school documents and provide interpretation during meetings and events as needed

Strategies for attracting Highly Qualified Teachers (HQT)

Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

Being that all staff members are currently highly qualified, P.S. 119 will support ongoing professional improvement by ensuring that:

- Administration will structure teacher support for the development/refinement of mathematics instruction and assessment according to teacher request and teacher need.
- Teachers will formulate mathematics tasks with rubrics aligned to CCSS.
- Teachers will develop extended response questions and assign complex questions as part of the daily Math lesson and evening home practice.

Service and program coordination

Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

- The Millennium Development Program/Bergen Beach Youth Organization: This CBO collaborates with P.S. 119 to implement programs that will support and extend the school programs and curriculum in an after school setting.
- RESOA funds are used for technology improvement which benefits the entire student population with the addition of laptops, smart boards, desktop computers, and technology lab improvements.

Budget and resources alignment

Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

- Title I SWP, FSF, Title IIA, Title II, Title III LEP, Data Specialist, IDEA, Magnet, Section 504, NYSTL, Math teacher/coaches, math AIS, classroom teachers, paraprofessionals.

ANNUAL GOAL #3 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #3

From September 2011 through June 2012, 100% of pedagogical staff will implement practices to support those aspects of a teacher's responsibilities that promote improved student learning.

Comprehensive needs assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

Instructional strategies/activities

Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:

- a) strategies/activities that encompass the needs of identified student subgroups: Weekly Collaborative Inquiry meetings, teacher leader for inquiry meetings, specific, identified areas to study through the inquiry process and will study student achievement
- b) staff and other resources used to implement these strategies/activities: Literacy Coach, classroom teachers, Network Achievement Liaison, Professional Practice Framework, School Administration
- c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities: teachers will set specific goals for collaborative meetings and develop complex units of study in literacy and math with rubrics that are aligned with the Common Core Standards.
- d) timeline for implementation: By June 2012, 100% of teachers will engage in collaboration and the inquiry process amongst teachers on the grade levels and across grades/disciplines for unified grade planning, instructional consistency on and across grades, and coherent school-wide and grade-wide grading policies.

Strategies to increase parental involvement

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- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
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- supporting or hosting Family Day events;
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- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
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Budget and resources alignment

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- Title I SWP, FSF, Title IIA, Title II, Title III LEP, Data Specialist, IDEA, Magnet, Section 504, NYSTL, Math teacher/coaches, math AIS, classroom teachers, paraprofessionals.

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

- 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.

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A	0	0	0	
1			N/A	N/A	1	0	0	
2	47	47	N/A	N/A	4	0	2	
3	35	35	N/A	N/A	8	1	1	
4	41	41	0	8	6	1	1	
5	56	56	19	8	5	1	2	
6								
7								
8								
9								
10								
11								
12								

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description	
ELA	Access Code: individual, in school & home LLI: small group, in school – home link Making Meaning: individual, small group Kaplan: small group, in school & home	Soar to Success: small group, in school Non-fiction Skill Builders: small group, in school, after school Quick Reads: small group, in school & home
Mathematics	Envisions: small group, in school Education City: individual, home	Kaplan: small group, individual, in school & home Perfection Learning: small group, in school
Science	FOSS: Small group, in school	Education City: individual, home
Social Studies	National Service Learning: small group, in school Making Meaning: small group, in school	
At-risk Services provided by the Guidance Counselor	Individual & small group during the school day	
At-risk Services provided by the School Psychologist	Individual	
At-risk Services provided by the Social Worker	Individual	
At-risk Health-related Services	Fitness-Gram Skill Builders: individual, small group, in school	

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

Our school will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT

P.S.119, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;

- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;

- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

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 into the submission form. For additional information, hold your cursor over the [?](#).

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Jose Ruiz/Wendy Karp	District 22	Borough Brooklyn	School Number 119
School Name Amersfort			

B. Language Allocation Policy Team Composition [?](#)

Principal Lisa Fernandez	Assistant Principal Barbara Snow
Coach Donna Incorvia	Coach type here
ESL Teacher Victoria Romanov	Guidance Counselor Regine Millien
Teacher/Subject Area Pam Gordon Librarian/AIS	Parent type here
Teacher/Subject Area Gail Gill /AIS	Parent Coordinator Bernadette Slack
Related Service Provider Kim Rivera/Speech	Other type here
Network Leader type here	Other type here

C. 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	1	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	489	Total Number of ELLs	52	ELLs as share of total student population (%)	10.63%
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Part II: ELL Identification Process

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

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

1. At PS 119, in order to initially identify and properly place all new incoming students, the parents are informally interviewed by the pupil accounting secretary about the language(s) spoken at home and preferred language of communication with the school. If a parent has difficulty conversing with the secretary due to language, bilingual staff members are called upon to assist with the registration process. Regine Millien (Guidance Counselor) translates to French and Haitian Creole; Soheir Wahba (Bilingual Para) translates to Arabic; Aisha Gaisi (Teacher) translates to Urdu, Elaine Nieves (Teacher) translates to Spanish; and Victoria Romanov (Teacher) translates to Russian. All of the above mentioned people assist the ELL teacher with conducting the formal interview to identify the language needs of the students and their families. The parents are asked to complete a Home Language Identification Survey (HLIS) to identify students' eligibility for the LAB-R testing. All Spanish-speaking students are also administered Spanish LAB exam by Spanish bilingual teacher, Elaine Nieves, to assess linguistic abilities in the native language.

Victoria Romanov, a licensed ESL teacher, reviews HLIS and administers LAB-R exams to eligible students within the first 10 days of enrollment and begins servicing the children shortly after. Using the most recent RLAT report, the ESL teacher determines appropriate class placement and which students are no longer mandated for ESL services. Parents are notified annually of their child's NYSELAT results and eligibility for continuation of ELL services. The letters are sent home in English as well as in students' native languages. The parents of newly enrolled ELL students are invited to participate in an orientation designed to introduce them to the available(ELL program options) programs, i.e. TBD, DL or ESL and then select what they feel is best for their child. At the end of the school year, RLER report is used to determine NYSELAT eligibility. ESL coordinator, Victoria Romanov, along with the testing coordinator, Barbara Snow, use a double check system to ensure that all four components of the NYSELAT are administered to students. Victoria Romanov, a licensed ESL teacher, administers all four modalities of the NYSELAT while Barbara Snow checks all completed grids against the most recent RLER report.

2. Parents orientations are conducted in the month of September, within 10 days of the students' enrollment, and as needed throughout the year. During the orientation, parents view a video in their native language as well as in English describing ELL program options. In house bilingual translators are available to answer questions or address concerns that parents may have about the selection of the most appropriate program for their child (the learning needs of their children). Also, during the orientation, the parents are given a Parent Survey and Program Selection forms to complete. They have to select the program they feel would best suit their child's learning needs. If a parent selects a program not currently offered at P.S. 119, they are assured that their selections are kept on file and once enough requests have been made for a particular program it will be opened.

3. To ensure that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, our bilingual translators make (follow up) phone calls to students' homes reminding the parents to return forms. The orientation process is repeated for those parents whose children are enrolled after the initial September orientation. Our Parent Coordinator also contacts parents who have not attended Orientation meetings or returned forms. The ESL teacher keeps a list of all ELL students, program selections as well as photocopies of all documents sent home.

4. Once ELL students are identified their families are notified, they begin to receive services according to their needs. Beginner and

intermediate English language acquisition students receive 8 periods of ESL services per week while advanced students receive 4 periods each week. Parent program selection forms are reviewed for appropriate placement options of ESL, bilingual or dual language.

5. In reviewing parent survey and program selection forms, the vast majority of parents tend to opt for a freestanding ESL pull out program. We have not had enough parents to open any bilingual program in the past few years. For 2010-2011 school year, 1 student in grade 2 and 2 students in grade 4 opted for Haitian Bilingual Program as a default - they were transferred to our school from another NYC public school without Program Selection Forms. Similarly, 1 student in grade 2, 1 student in grade 3, and 2 students in grade 4 opted for Spanish Bilingual Program as a default. For the 2011-2012 school year, there were 14 newly admitted ELLs. Of these 14, 12 parents selected an ESL program, 1 parent selected bilingual (Haitian Creole) and 1 parent selected Haitian Creole Dual Language.

6. P.S. 119's program is aligned with parents' request since most of the parents selected the ESL program over the Bilingual or Dual Language programs. Requests for bilingual and/or dual language programs are kept on file.

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●

This school offers (check all that apply):

Transitional bilingual education program	Yes●	No*	If yes, indicate language(s):
Dual language program	Yes●	No*	If yes, indicate language(s):

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. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>	0	0	0	0	0	0								0
Dual Language <small>(50%:50%)</small>	0	0	0	0	0	0								0
Freestanding ESL														
Self-Contained	0	0	0	0	0	0								0
Push-In	0	0	0	0	0	0								0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	52	Newcomers (ELLs receiving service 0-3 years)	39	Special Education	6
SIFE	0	ELLs receiving service 4-6 years	12	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										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	39	0	2	12	0	4	1	0	0	52
Total	39	0	2	12	0	4	1	0	0	52

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
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	
	EL	EP	EL	EP																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	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	
	EL L	EP																		
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	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
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	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):

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	0	1	2	2	1	3								9
Chinese	0	0	0	0	0	0								0
Russian	0	0	0	0	0	0								0
Bengali	0	0	1	0	0	0								1
Urdu	0	0	0	1	1	0								2
Arabic	0	0	4	1	1	0								6
Haitian	0	0	5	6	4	7								22
French	0	0	2	3	3	4								12
Korean	0	0	0	0	0	0								0
Punjabi	0	0	0	0	0	0								0
Polish	0	0	0	0	0	0								0
Albanian	0	0	0	0	0	0								0
Other														0
TOTAL	0	1	14	13	10	14	0	0	0	0	0	0	0	52

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 ensure that ELLs are appropriately evaluated in their native languages?
5. 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).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

1. a) At PS 119, our ELL instructions are delivered through freestanding ESL program using the Pull-Out models in compliance with Part 154 of the Commissioner's Regulations.

b) Our ESL programming is planned by flexible heterogeneous grouping of students according to their academic and linguistic needs. Beginner and Intermediate students receive 360 minutes of ESL instruction while advanced students receive 180 minutes weekly.

2. PS 119 has a Freestanding ESL program this year, our ESL teacher works through a pull-out model. Our ELLs receive differentiated instructions in all-English content classrooms. However, they are brought together from various classes for English-acquisition focused instructions for 4-8 periods weekly as per CR Part 154 mandate. All Beginners and Intermediate ELLs receive 360 minutes per week of ESL instruction. All advanced ELLs receive 180 minutes of ESL instruction per week and an additional 180 minutes per week of ELA instruction, in their classroom, as required under CR Part 154. ESL teacher collaborates with students' classroom common branch teacher to deliver support grade level, content area instruction through the use of ESL strategies and methodologies.

3. We provide all of our students with a wide variety of instructional materials and strategies to support the learning of ELLs. In order to meet the standards in Reading and Social Studies, each classroom is equipped with an ESL learning center that includes "Leap Pad" learning system and a collection of books, including alternate text sets, to improve listening, reading and comprehensive skills. To meet the standards in Math and Science, we are successfully utilizing "Every day Math" and "Envision" programs where ELL students have access to hands-on manipulative and books. Also, each classroom is equipped with a smart board, where technical support enhances language learning. In addition, each classroom contains "word walls" of science, math and social studies vocabulary that ELL students can use in all content areas. All ELLs have access to computer programs, i.e., Starfall, FunBrain, National Geographic online, et al, to support content area learning. Furthermore, all our teachers are involved in learning ESL methodology and participate in monthly ESL staff development activities. They are introduced to the cultural diversities of their ELL population and suggested activities and books that they can use on a daily basis. All PD is provided by a licensed ESL teacher.

4. ELLs are evaluated by formal assessments such as ELA, Math, and Science State exams as well as periodic assessments throughout the

A. Programming and Scheduling Information

year. All of our ELL students have a choice of taking content area exams in English or in the native language when the translated version of the test is available. When the booklets in the native language are unavailable, an oral translation is available by the licensed pedagogues who are trained to provide translations. In addition to all content area exams, ELL Spanish speaking students are evaluated via Spanish LAB by a Spanish speaking teacher to evaluate native language literacy skills.

5. Presently instruction for ELLs is differentiated in the following ways:

a) SIFE students - Provide additional AIS services, i.e. Access Code computer program; Visual Thinking Strategies (VTS); Non-Fiction Skill builder Program.

b) New ELLs (0-3 years) - Provide pull-out services as mandated by law (CR Part 154) by licensed ESL teacher. Also, because NCLB now requires ELA testing for ELLs after one year, all students are invited to participate in our Saturday ESL Academy to improve English language skills. Title III Saturday Academy include Access Code Program; Leveled Literacy Intervention Program, and Visual Thinking Strategies.

c) Continues Entitlement ELLs (4-6 years) - In addition to the ESL services, we provide Academic Intervention Services (small group instructions) in literacy and math, i.e. Essential Skills Program, Quick Reads, VTS. Also, these students are invited to participate in our Saturday Title III Academy where they benefit from Access Code Program.

d) Long Term ELLs (completed 6 years) - ESL services, Academic Intervention services, i.e. Soar to Success as well as VTS in our Saturday Academy Title III Program.

6. We use different instructional strategies and grade-level materials that include Total Physical Response (TPR) activities, Balanced Literacy, alternate text sets, books on tape, and Leap Pads to provide access to academic content areas and to accelerate English language development.

7. To meet the diverse needs of ELL-SWDs within the least restrictive environment, our school implements differentiated instructions that include flexible grouping of students in all content areas, individualized instructions, and conferences. Some of our IEP students are placed in ICT (Integrated Co-Teaching) classrooms during the day as well as in after school programs that provide opportunity to work with non-disabled peers. Those IEP students who are placed in self-contained (12-1-1) special education classes, get the opportunities to work with non-disabled peers in the gym, in the lunchroom, and at recess as well as in all after school activities.

Courses Taught in Languages Other than English ⓘ

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

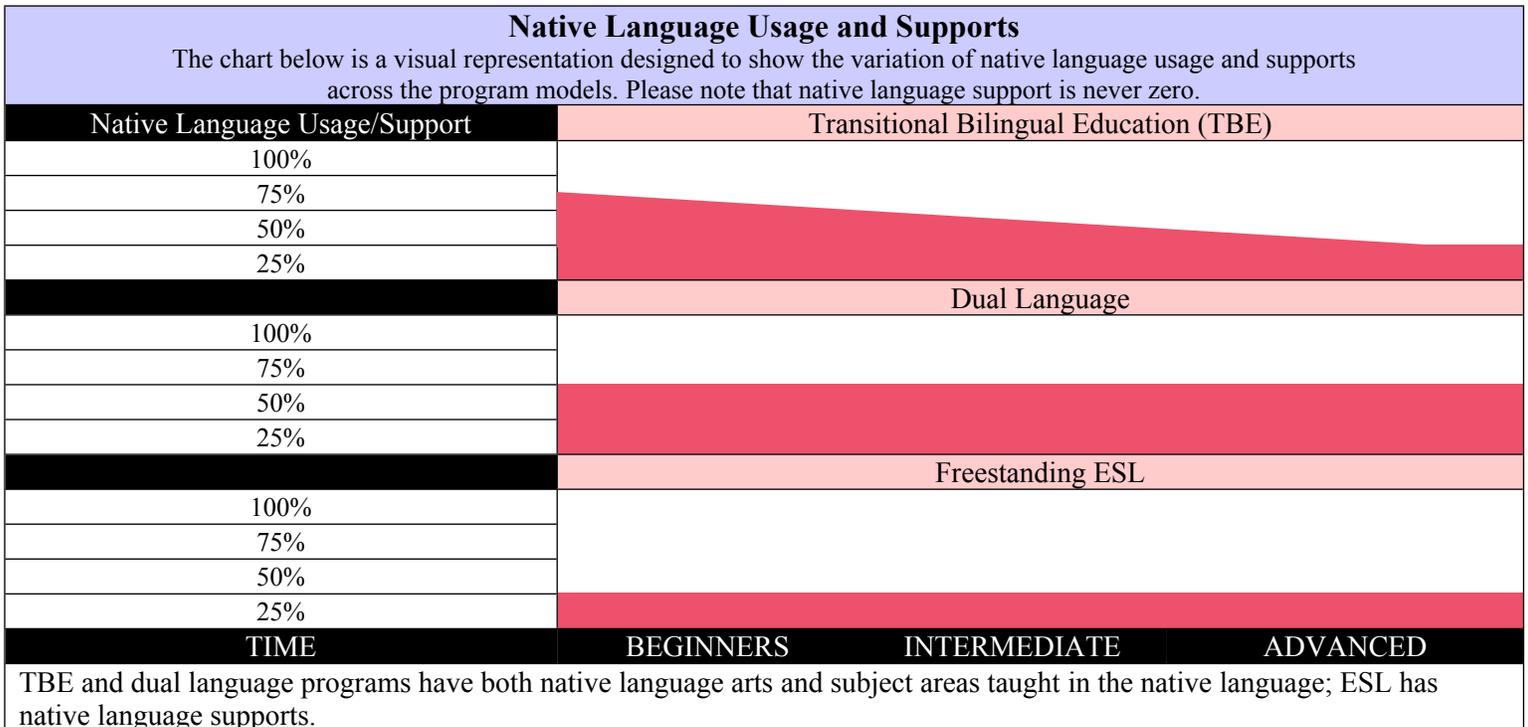
Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts	n/a			
Social Studies:	n/a			
Math:	n/a			
Science:	n/a			

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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



B. Programming and Scheduling Information--Continued

8. 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.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL materials used)?

B. Programming and Scheduling Information--Continued

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

8. AIS services (targeted instruction in listening, speaking, reading and writing in during the day/ after school programs) provided by classroom and ESL licensed teachers.

- Counseling services (group or individual based upon individual needs)
- Referral to Related Services (referrals to outside agencies for further interventions individual or family)
- Services provided as indicated on Individualized Education Plan (Collaborative Team teaching, related services).
- Targeted/Differentiated instruction (small group targeted instruction via Balanced Literacy approach to reading during the day and in after school/Saturday programs).
- Student Assessment Analysis (individual prescriptive and diagnostic plans are designed to facilitate tutoring of differentiated instructions in reading and math).
- Pupil Personnel Committee (conferences among professionals are conducted to review students' cumulative records and recommend interventions).
- Title III after school /Saturday English Program (differentiated literacy and hands-on math instruction through Visual Arts based on the individual needs).
- Peace Academy (project based academic intervention and service learning after school program for our former and transitional students).

9. The above mentioned interventions continue to be made available for those ELLs who have attained proficiency on the NYSESLAT on an as needed basis.

10. The school has put into place two new literacy programs that target ELLs. Access Code is a computer based program that focuses on phonics and decoding. The Leveled Literacy Intervention (LLI) program focuses on working with small groups of students on comprehension skills.

11. At this time it has been determined that it is not necessary to discontinue any of our ELL programs.

12. As part of the school population, our ELLs receive equal access to any and all school programs. In addition, to programs that take place during the day, ELLs are afforded access to the after school Magnet clubs, Dance, Chorus, Guitar, Rhythm, Recorder, Violin, Rock Band, and Tennis programs as well as Saturday Title III program where the learning acquisition takes place through VTS (Visual Arts) activities.

13. Each mainstream classroom in our school is equipped with a smart board as well as Laptops. We utilize programs such as Starfall and Funbrain among many others to enhance learning. In addition, there are Leap Pads learning systems in each classroom where the ELLs have access to books with higher interest and lower reading abilities levels. Furthermore, leveled libraries as well as bilingual dictionaries and glossaries are essential part of each classroom.

14. All our ELLs have bilingual dictionaries and glossaries in addition to school translators and "buddies" to ensure comprehension in the native language.

15. All of our services and resources correspond to ELLs' ages and grade levels since we utilize only leveled materials that we match with age, abilities and interests of our students.

B. Programming and Scheduling Information--Continued

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

8. AIS services (targeted instruction in listening, speaking, reading and writing in during the day/ after school programs) provided by classroom and ESL licensed teachers.

- Counseling services (group or individual based upon individual needs)
- Referral to Related Services (referrals to outside agencies for further interventions individual or family)
- Services provided as indicated on Individualized Education Plan (Collaborative Team teaching, related services).
- Targeted/Differentiated instruction (small group targeted instruction via Balanced Literacy approach to reading during the day and in after school/Saturday programs).
- Student Assessment Analysis (individual prescriptive and diagnostic plans are designed to facilitate tutoring of differentiated instructions in reading and math).
- Pupil Personnel Committee (conferences among professionals are conducted to review students' cumulative records and recommend interventions).
- Title III after school /Saturday English Program (differentiated literacy and hands-on math instruction through Visual Arts based on the individual needs).
- Peace Academy (project based academic intervention and service learning after school program for our former and transitional students).

9. The above mentioned interventions continue to be made available for those ELLs who have attained proficiency on the NYSESLAT on an as needed basis.

10. The school has put into place two new literacy programs that target ELLs. Access Code is a computer based program that focuses on phonics and decoding. The Leveled Literacy Intervention (LLI) program focuses on working with small groups of students on comprehension skills.

11. At this time it has been determined that it is not necessary to discontinue any of our ELL programs.

12. As part of the school population, our ELLs receive equal access to any and all school programs. In addition, to programs that take place during the day, ELLs are afforded access to the after school Magnet clubs, Dance, Chorus, Guitar, Rhythm, Recorder, Violin, Rock Band, and Tennis programs as well as Saturday Title III program where the learning acquisition takes place through VTS (Visual Arts) activities.

13. Each mainstream classroom in our school is equipped with a smart board as well as Laptops. We utilize programs such as Starfall and Funbrain among many others to enhance learning. In addition, there are Leap Pads learning systems in each classroom where the ELLs have access to books with higher interest and lower reading abilities levels. Furthermore, leveled libraries as well as bilingual dictionaries and glossaries are essential part of each classroom.

14. All our ELLs have bilingual dictionaries and glossaries in addition to school translators and "buddies" to ensure comprehension in the native language.

15. All of our services and resources correspond to ELLs' ages and grade levels since we utilize only leveled materials that we match with age, abilities and interests of our students.

E. Parental Involvement

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

1. Orientations for parents of newly enrolled ELL students is provided within the first few weeks of school. Our first orientations were scheduled for September 2011. All ELL parents were invited to view a video describing different ESL/Bilingual programs in their native language. The ESL teacher, parent coordinator and interpreters were available for discussion of information and to answer questions. The parents were also introduced to the State Standards, assessments, school expectations and general program requirements. All agendas and attendance were kept on file.

All parents, including parents of ELLs, are invited to join and participate in our Parents' Association monthly meetings. All parents are invited to attend school events, i.e., assembly programs, Magnet Expo, concerts, movie night, etc. Notices of events are sent home in the majority languages of our students to ensure that parents are aware of these events.

Translation services are available for the above events, as well as for Parent Teacher Conferences.

2. We do not contract outside organizations for our parent workshops. We utilize in house experts.

3. Our Parent Coordinator gives the parents surveys to assess their interests and needs. As a result of these surveys, the following workshop topics have been offered: ELA Night and Math Night to discuss upcoming exams, parents are given suggestions of how to communicate with their children effectively, Summer Reading suggestions, Winter and Spring school concerts, and Breast Health Education program among many others.

4. Parent activities and workshops are offered based on the needs identified by the parent surveys. All ELL parents are invited to participate in our monthly PA meetings where translators are available to address concerns and questions. All parents, including parents of ELLs, are invited to join and participate in our Parents' Association monthly meetings. All parents are invited to attend school events, i.e., assembly programs, Magnet Expo, concerts, movie night, etc. Notices of events are sent home in the majority languages of our students to ensure that parents are aware of these events.

Translation services are available for the above events, as well as for Parent Teacher Conferences.

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)?

N/A

D. Professional Development and Support for School Staff

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

1. High quality Professional Development will take place throughout the school year in the areas of, but not limited to, balanced literacy and mathematics incorporating how to teach students with special needs and the ELL student population. These workshops will be given during our 50 minutes professional development session on Wednesdays as well as grade conferences and faculty conferences. A minimum of one hour per month will be devoted to ELL services. Some of the sessions will focus on ESL strategies in the content areas. A tentative schedule of professional development activities for 2011-2012 school year follows:

October 2011 – Grades K-5

Working with ELL students in the classroom Grades K-5

November 2011– Grades K-5

Communicating with newly arrived ELL's – Tips for teachers

December 2011 – Grades K-5

Celebrating cultural commonalities. Demonstrating cross-cultural knowledge and understanding

January 2012- Grades K-5

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

February 2012 – Grades K-5

Strategies for test-takers – interweaving the four language skills

March 2012 – Grades K-5

NYSESLAT- From standards to assessment

April 2012 – Grades K-5

Promotional Criteria for ELL students. Use of multi-criteria

In addition, our teachers participate in ELL professional development offered by our Network and the Office of English Language Learners.

2. Our Guidance Counselor offers workshops and one on one support for the parents and teachers of our Grade 5 students as they transition from elementary school to middle school. Parents are informed of the application process and middle school open houses. Resources are available in multiple languages. Our Parent Coordinator collaborates with the Guidance Counselor for a smooth transition.

3. PS 119's professional development plan (#1 above) ensures that all teachers have met and exceeded the minimum 7.5 hours of ELL training for staff as per Jose P.

E. Parental Involvement

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

1. Orientations for parents of newly enrolled ELL students is provided within the first few weeks of school. Our first orientations were scheduled for September 2011. All ELL parents were invited to view a video describing different ESL/Bilingual programs in their native language. The ESL teacher, parent coordinator and interpreters were available for discussion of information and to answer questions. The parents were also introduced to the State Standards, assessments, school expectations and general program requirements. All agendas and attendance were kept on file.

All parents, including parents of ELLs, are invited to join and participate in our Parents' Association monthly meetings. All parents are invited to attend school events, i.e., assembly programs, Magnet Expo, concerts, movie night, etc. Notices of events are sent home in the majority languages of our students to ensure that parents are aware of these events.

Translation services are available for the above events, as well as for Parent Teacher Conferences.

2. We do not contract outside organizations for our parent workshops. We utilize in house experts.

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?

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All parents, including parents of ELLs, are invited to join and participate in our Parents' Association monthly meetings. All parents are invited to attend school events, i.e., assembly programs, Magnet Expo, concerts, movie night, etc. Notices of events are sent home in the majority languages of our students to ensure that parents are aware of these events.

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3. Our Parent Coordinator gives the parents surveys to assess their interests and needs. As a result of these surveys, the following workshop topics have been offered: ELA Night and Math Night to discuss upcoming exams, parents are given suggestions of how to communicate with their children effectively, Summer Reading suggestions, Winter and Spring school concerts, and Breast Health Education program among many others.

4. Parent activities and workshops are offered based on the needs identified by the parent surveys. All ELL parents are invited to participate in our monthly PA meetings where translators are available to address concerns and questions. All parents, including parents of ELLs, are invited to join and participate in our Parents' Association monthly meetings. All parents are invited to attend school events, i.e., assembly programs, Magnet Expo, concerts, movie night, etc. Notices of events are sent home in the majority languages of our students to ensure that parents are aware of these events.

Translation services are available for the above events, as well as for Parent Teacher Conferences.

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)

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)

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.

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	0	2	0	0	0	0							
	I	0	0	1	1	2	0							
	A	0	4	3	0	7	3							
	P	0	19	10	6	10	6							
READING/ WRITING	B	0	2	1	0	3	1							
	I	0	3	4	1	6	2							
	A	0	4	5	3	4	5							
	P	0	16	4	2	6	1							

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	0	2	1	3	1	0	0	0	7
4	3	4	3	6	0	1	0	1	18
5	1	4	1	3	0	2	0	0	11
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	
4	2	3	2	4	1	4	0	1	17
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				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
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:

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

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 22K119 **School Name:** P.S. 119 The Amersfort School

Cluster: 605 **Network:**

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.

Assessment of Language need- HLS, blue card language data, individual requests, parent interview upon enrollment

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.

Written & Oral interpretation needs:

Creole: 20 Families

Spanish: 13 Families

Urdu: 8 families

Arabic: 5 Families

French: 4 Families

All members of the school community are notified of the linguistic needs and the available translation providers. A master list is maintained in the main office and updated on an ongoing basis as new enrollment demands.

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.

Written school notices are sent, in advance, to the DOE Translation Unit Office for Family Engagement and Advocacy: Translation and Interpretation Unit, N.Y.C. Department of Education, 45-18 Court Square - 2nd Floor, Long Island City, NY 11101
E-mail: translations@schools.nyc.gov , for translation and distributed to students according to the translation distribution document. For the 2011-2012 school year we will begin the exploration into outside vendor translation services as some of the larger documents, ie. parent handbook, have become too large for the DOE translation unit to handle.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

In-house staff provide all necessary translation services. Translation funding is used to provide per-session reimbursement for staff members to translate at extracurricular parent events, ie. Parents' Association meetings and Family Workshops.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link:
<http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

We provide each family whose primary language is a covered language and who require language assistance services with a copy of the Bill of Parent Rights and Responsibilities which includes their rights regarding translation and interpretation services. We post in a conspicuous location near the entrance of our school a sign in each of the covered languages.

2011-12 Comprehensive Education Plan (CEP): Appendix 8

Title III Supplemental Program for ELLs

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: The Amersfort School	DBN: 22K119
Cluster Leader:	Network Leader: Wendy Karp
This school is (check one):	
<input type="checkbox"/> *conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input checked="" type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> *Saturday academy <input type="checkbox"/> *Other: Lunch
Total # of ELLs to be served: 52
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input type="checkbox"/> *2 <input type="checkbox"/> *3 <input type="checkbox"/> *4 <input type="checkbox"/> *5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: 4
of certified ESL/Bilingual teachers: 1
of content area teachers: 3

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here:

The Title III program at PS 119 will be implemented as a supplemental instructional lunch/Saturday program that would promote academic and linguistic improvement through art and music activities.

The children will be grouped according to grades and thereafter according to language ability level.

The program will run 2 days during the week (Tue., Wed.) for 1 hour each day and for 2 hours on Saturdays (9-11 am).

The main curriculum areas will be teaching reading and math through art, music, movement and balanced literacy utilizing the Visual Teaching Strategies program. The school will provide grade appropriate materials that are fully aligned with all City and State Standards. All instructins will be delivered in the English language by the ESL, music and art certified teachers.

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

Each class will have a maximum of 15 children to ensure that the children are given as much individual attention as needed. Former ELL students as well as current ELL will be invited to participate. There will be ample utilization of visual arts as well as exposure to different musical instruments to enhance language learning.

In addition, we will hold ESL parent workshops monthly to reinforce what is being taught in the Saturday Academy to insure parent/family awareness of strategies and materials to help their children at home.

The program will begin in January and run through May.

Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Part C: Professional Development

Begin description here:

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

The art and music teachers along with a certified ESL teacher will work cooperatively. The ESL teacher will provide all professional development activities at the beginning of the program and weekly throughout the course of the program. In addition, the ESL teacher will serve as a program coordinator and work with teachers to develop questionnaires and gather quantitative and qualitative information throughout the program to evaluate the results as part of an inquiry study.

We plan to have ongoing ESL professional development for the art and music teachers. In these sessions, curriculum, ESL methodology, and ideas will be shared and discussed.

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here:

The Title III Saturday English Literacy and Arts program as described in the narrative is a supplemental program to the school's parent involvement plan. There will be Parent Orientation to the Title III program on the first Saturday and then monthly thereafter. At these parental workshops, the parents will learn some strategies to be better connected to their children's schooling and increasing student achievement. Agenda and sign-in sheet will be kept on file. Parents will be notified of these activities by receiving an invitation letter home in their preferred language. In addition, Creole, French, Spanish, Urdu and Arabic translators will be available during workshops to translate the information and to handle any questions and/or concerns.

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$11

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	\$8,173.00	Per session: 102 hours PerDiem 10 days Saturday Academy and per diem days for VTS training and articulation coverage
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	\$3,000.00	VTS Consultant Fee: Co teaching and Staff Development
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	\$27.00	Paper
Educational Software (Object Code 199)	n/a	
Travel	n/a	
Other		
TOTAL	\$11,200.00	