



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : P.S. 119

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 08X119

PRINCIPAL: LYDIA BASSETT TYNER

EMAIL: LTYNER@SCHOOLS.NYC.GOV

SUPERINTENDENT: TIMOTHY BEHR

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
Lydia Tyner	*Principal or Designee	
Traci Grandoit	*UFT Chapter Leader or Designee	
Beatrice Alonso	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
Gina Marcasciano	Member/ Teacher/Chairperson	
Sarah Boxer	Member/Teacher	
Margaret Arak	Member/Teacher	
Kelly Fernandez	Member/Teacher	
Erenia Hernandez	Member/Parent	
Patricia Mangroo	Member/Parent	
Carolyn Munroy	Member/Parent	
	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

- The school community, including teachers, administrators, and parents, will work collaboratively to improve student achievement and teacher effectiveness by developing a shared vision of instructional excellence in planning coherent, cognitively challenging, and differentiated instruction aligned to instructional outcomes.

Comprehensive needs assessment

- Quality review feedback indicated that there should be more consistency in teaching practices and lessons across grades.
- Standardized and informal assessment data was analyzed and used to inform Annual Goal #1.

Instructional strategies/activities

- Implementation of a coherent literacy approach across grade levels
- Maintenance and upgrade for instructional technology
- Weekly collaborative planning meetings for all grade levels
- Monthly inquiry team meetings to assess the effectiveness of strategies being used with identified subgroups
- Monthly Phase One special education meetings to ensure that IEPs are responsive to students' needs
- Grade leader meetings to assess the effectiveness of, and implement new strategies for, working with students
- Monthly ESL meetings to ensure that ESL programming and instructional strategies are responsive to students' needs
- Monthly SLT meetings
- Bi-monthly consultation meetings
- Development and use of classroom observation tools that collect data supporting coherent best practices

Strategies to increase parental involvement

- SLT meetings
- Monthly grade level family workshops, Back to School Days, Interim Progress Reports, Fun and Learning Family Night, PS119.net Website
- Monthly assemblies for student of the month, attendance and most improved student

Strategies for attracting Highly Qualified Teachers (HQT)

- 100% of teachers at P.S. 119 are rated Highly Qualified as per the NYS report card, We seek to hire ESL licensed teachers and advertise on the TESOL site
- P.S. 119 has a very high retention rate, with a 9% turnover rate as per the NYS report card
- Support systems in place for new teachers
- Ongoing professional development for all teachers
- Grade level meetings and collaborative planning time

Service and program coordination

- Professional development days for staff
- City and state provided workshops for staff
- Free breakfast and lunch programs for eligible students

Budget and resources alignment

- Textbooks for coherent curriculum, OTPS Title I SWP, Title III, TL FSF
- General Supplies, Title I, UPK, TL FSF, Title III Immigrant
- Hardware, NYSTL, Title 1,
- Software, NYSTL
- Literacy and Math Coach, Testing Coordinator, Technology Staff Developer, Title I SWP, TL FSF,
- 2 AIS Teachers, FSF
- 4 SETTS Teachers, FSF
- IEP Teacher
- Character Education Teacher FSF
- 3 ESL Teachers FSF, Contract for Excellence
- Non-Contractual Services, Title I, TL CFN Support
- Per Diem, Title I SWP
- Per Session, Title 1, ARRA RTTT, Citiwide Instructional Expectations, Data Specialist, TL Translation Services
- Training Rate, TL CFN Support
- Parent Coordinator, TL Parent Coordinator, TL CFN Support
- School Social Worker
- Guidance Counselor TL FSF

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

- Students will show progress in supporting their arguments in the areas of ELA and Math

Comprehensive needs assessment

- Formal and informal assessments are used to determine classroom activities and strategies for working with all students
- Common core learning standards used in creation and implementation of activities and strategies used throughout the school

Instructional strategies/activities

- Curriculum maps updated to align with Common Core Learning Standards
- Collaborative Planning and extended day professional development groups discuss the effectiveness of strategies/activities
- Student work is assessed and responded to by teachers working in grade level teams, assessment is used to create new lessons
- AIS and SETSS teachers work with identified subgroups
- Test prep and Saturday programs
- Ongoing throughout the year

Strategies to increase parental involvement

- Monthly grade level family workshops
- Family Fun and Learning Night
- Parent/teacher conferences
- Progress reports sent home to families

Strategies for attracting Highly Qualified Teachers (HQT)

- 100% of teachers at P.S. 119 are rated Highly Qualified as per the NYS report card, We seek to hire ESL licensed teachers and advertise on the TESOL site
- P.S. 119 has a very high retention rate, with a 9% turnover rate as per the NYS report card
- Support systems in place for new teachers
- Ongoing professional development for all teachers
- Grade level meetings and collaborative planning time

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

Budget and resources alignment

- Textbooks for coherent curriculum, OTPS Title I SWP, Title III, TL FSF
- General Supplies, Title I, UPK, TL FSF, Title III Immigrant
- Hardware, NYSTL, Title 1,
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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

- Inquiry teams involving all classroom teachers will engage all students in at least one literacy and one math task from a rigorous curriculum map aligned with the Common Core Learning Standards

Comprehensive needs assessment

- Students with IEPs did not make adequate yearly progress
- African American students did not make adequate yearly progress
- Approximately half of our students, grades K-5, are not meeting grade level standards

Instructional strategies/activities

- Teams will study sample tasks, develop and implement challenging learning tasks aligned to Common Core Learning Standards
- Teams will meet regularly to discuss the progress of all students, especially identified subgroups
- Curriculum maps will be updated with rigorous learning tasks aligned with the CCLS

Strategies to increase parental involvement

- P.S. 119 will provide monthly grade level parent workshops , Fun and Learning Family Nights, Y After School Parent Involvement
- ARIS and ARIS workshops for parents
- Monthly progress reports sent home to families

Strategies for attracting Highly Qualified Teachers (HQT)

- 100% of teachers at P.S. 119 are rated Highly Qualified as per the NYS report card, We seek to hire ESL licensed teachers and advertise on the TESOL site
- P.S. 119 has a very high retention rate, with a 9% turnover rate as per the NYS report card
- Support systems in place for new teachers
- Ongoing professional development for all teachers
- Grade level meetings and collaborative planning time

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.

Budget and resources alignment

- Textbooks for coherent curriculum, OTPS Title I SWP, Title III, TL FSF
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ANNUAL GOAL #4 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.

<p>Annual Goal #4</p> <ul style="list-style-type: none">• We will continue Phase 1 of the special education initiative with the goal of making IEPs more responsive to student needs and individualizing services to provide students' services in the least restrictive environment
<p>Comprehensive needs assessment</p> <ul style="list-style-type: none">• Students with IEPs did not make AYP for 2010-2011• Students with IEPs were not being given access to the least restrictive environment• Students with IEPs were not being provided full access to their grade level curriculum• Students with IEPs are a subgroup that is categorized as in needs of improvement
<p>Instructional strategies/activities</p> <ul style="list-style-type: none">• SETSS services are being offered to students with IEPs• Students in bridge 12:1 classes were moved to a less restrictive setting of an ICT classroom• Tier 1 and Tier 2 interventions are being utilized for students with IEPs• Character education assemblies give students strategies for being positive and productive members of the community• Monthly Phase 1 meetings with the goal of making IEPs more responsive to students' needs• Establishment of a Phase 1 Steering Committee to monitor and revise implementation of this initiative
<p>Strategies to increase parental involvement</p> <ul style="list-style-type: none">• IEP meetings and annual reviews• Progress reports sent home to parents based on IEP annual goals• Workshops for parents on SESIS• Reports from related service providers
<p>Strategies for attracting Highly Qualified Teachers (HQT)</p> <ul style="list-style-type: none">• 100% of teachers at P.S. 119 are rated Highly Qualified as per the NYS report card, We seek to hire ESL licensed teachers and advertise on the TESOL site• P.S. 119 has a very high retention rate, with a 9% turnover rate as per the NYS report card• SESIS training and workshops• Collaboration amongst general education teachers, special education teachers and related service providers• Professional development opportunities offered through our network, cluster and DOE, including Teachers College for Phase 1 Support.
<p>Service and program coordination</p> <ul style="list-style-type: none">• PBIS
<p>Budget and resources alignment</p> <ul style="list-style-type: none">• Textbooks for coherent curriculum, OTPS Title I SWP, Title III, TL FSF• General Supplies, Title I, UPK, TL FSF, Title III Immigrant• Hardware, NYSTL, Title 1,

- Software, NYSTL
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- School Social Worker
- Guidance Counselor TL FSF

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	58	58	N/A	N/A			3	
1	83	83	N/A	N/A	1		4	
2	90	63	N/A	N/A	3		1	1
3	52	52	N/A	N/A	2			1
4	97	97			5		1	2
5	88	88			5		3	1
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	Early Childhood: Leveled Literacy intervention pullout program. Small group instruction focusing on phonics and guided reading for improved comprehension Upper Grades: Weekly development of new vocabulary words; reading comprehension strategies; grammar review; fluency practice; weekly assessment
Mathematics	Upper Grades: Weekly assessments in multiplication fluency; weekly review of multiplication and division facts; math concepts and problem solving; test prep
Science	
Social Studies	
At-risk Services provided by the Guidance Counselor	Individual and group counseling to address problem behaviors that interfere with school functioning and adjustment. Short and long-term counseling with
At-risk Services provided by the School Psychologist	
At-risk Services provided by the Social Worker	Individual and group counseling provided by licensed social worker to address psychosocial issues and problem behaviors that interfere with school functioning and adjustment
At-risk Health-related Services	Promise Zone in partnership with Visiting Nurse Services provides Tier III counseling and outreach to other health resources accessible to the families.

**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.

P.S. 119 PARENT INVOLVEMENT POLICY (PIP)

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. Monthly parent workshops are offered to parents by grade level so that we can focus on the curriculum and other topics particular to the level. Parents 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 Fun and Learning Family Night, involving parents in a simulated school day;
- 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;
- 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

Our school, 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.

RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

School DBN: 08x119 **School Name:** P.S. 119

Note: For below, your state differentiated accountability phase, category, and intervention can be found in columns L, M and N on the SINI School spreadsheet linked in the Principals' Portal.

Phase: Improvement Year 1 Improvement Year 2 Corrective Action Year 1 Corrective Action Year 2
 Restructuring Year 1 Restructuring Year 2 Restructuring Advanced

Category: Basic x Focused Comprehensive

Intervention: School Quality Review (SQR) External School Curriculum Audit (ESCA)
 Joint Intervention Team visit (JIT) Not Required for 2011-2012

Part A: For All SINI Schools (Title I and non-Title I)

1. ***For each area of school improvement identification, describe the school's findings of the specific academic issues that caused the school to be identified.***

ELA

The complexity of the reading passages, the number of days of testing, and the change in scoring adversely affected student progress. Subgroups that failed to make adequate yearly progress had difficulty maintaining stamina but more importantly struggled with the text complexity presented in the new exams.

- Students with Disabilities

Common areas of difficulty were reading comprehension of informational texts and literary texts; passages requiring critical analysis and evaluation; using evidence and relating it to a sequence of events, analysis of information based on new or prior knowledge, evaluation of content by identifying author's purpose, and identifying main ideas and supporting details. Fourth graders who did not make adequate progress also had difficulty understanding written directions and procedures, collecting and interpreting data, facts and ideas from unfamiliar texts, and using text features such as captions, charts, tables, graphs and maps to understand and interpret informational texts. They also struggled with producing clear well organized responses to stories read or listened to. Another factor affecting student progress for many of students in this subgroup is less than satisfactory attendance in one of two consecutive years.

African American Students

Common areas of difficulty for students in level 1 are passages requiring critical analysis and evaluation; using evidence and relating it to a sequence of events, analysis of information based on new or prior knowledge, evaluation of content by identifying author's purpose, and identifying main ideas and supporting details. Fourth graders who did not make adequate progress also had difficulty understanding written directions and procedures, collecting and interpreting data, facts and ideas from unfamiliar texts, and using text features such as captions, charts, tables, graphs and maps to understand and interpret informational texts. They also struggled with producing clear well organized responses to stories read or listened to.

2. Describe the intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified.

Students with Disabilities ELA [and Math –not yet identified missed target

- Extended day small group instruction twice a week for approximately 50 minutes per day to scaffold instruction in performing grade level tasks in ELA and Math based on analysis of student performance in baseline tasks administered in the fall, 2011.
- Participation in the Saturday Academy which provides 16 weeks of small group instruction for 3 hours each Saturday in language development , reading , writing and fitness.
- Continue the school’s work of curriculum mapping aligned with the Common Core Standards and expanding the integration of elements of universal design and depth of knowledge.
- Literacy/Data coach will work with teachers to plan and teach strategies to overcome deficiencies identified in the item analysis of the 2010-2011 NYS ELA exams.
- After-School Test Preparation Sessions-8 Mondays, 90 minutes each, from January through April, 2012.
- The Phase I Steering Committee will lead the work of the Phase I Special Education initiative by facilitating meetings and workshops for general education and special education teachers on best practices in working with students with special needs and English Language Learners.
- Professional development with Teachers’ College Inclusive Classrooms Project-five days of on-site professional development for teachers, paraprofessionals, and support staff. Professional development with Teachers’ College Inclusive Classrooms Project will include five days of on-site professional development for teachers, paraprofessionals, and support staff. The professional development will be customized to address the needs of individual teachers or teacher teams. It may include assisting teachers in collaboratively taught classrooms, assist SETSS teachers with their reading and writing curriculum, modeling lessons, curricular integration, and universal design planning.
- Inquiry teams will implement and refine best practices for supporting student progress.
- Teachers will continue to use student data to differentiate instruction while analyzing the curriculum maps.

African American Students

- After-school small group instruction twice a week for approximately 50 minutes per day to scaffold instruction in performing grade level tasks in ELA and Math based on analysis of student performance in baseline tasks administered in the fall, 2011.
- Continue the school’s work of curriculum mapping aligned with the Common Core Standards and expanding the integration of elements of universal design and depth of knowledge.
- Literacy/Data coach will work with teachers to plan and teach strategies to overcome deficiencies identified in the item analysis of the 2010-2011 NYS ELA exams.
- After-School Test Preparation Sessions-8 Mondays, 90 minutes each, from January through April, 2012
- One period per week in-school pull-out for students to “check in” with mentor teachers to monitor progress and provide intervention and incentives.

Part B: For Title I SINI Schools Only

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development will be used to remove the school from school improvement.

Our Literacy/ Math Coach position will be reinstated on January 3, 2012. She will assemble and analyze relevant grade-level AIS data to support instructional programs; analyze assessment data (e.g., Acuity, NYStart, ARIS) to design AIS services and determine school-wide, group, and individual needs. She will use a variety of assessment tools to place students along a developmental continuum and identify students' proficiencies and difficulties in early literacy/mathematics; conference with teachers individually and in groups to support instructional planning of "next steps", based on assessment data, including Acuity, Simulated NYS exams, ARIS, TC, IRLA and other literacy/ mathematics assessments. She will also lead CCLS/ Curriculum Mapping/ Inquiry efforts for differentiation of instruction for children experiencing difficulty in reading and/ or mathematics.

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.

The BEDS Survey assesses our staff as 100% highly qualified. We have one SETSS teacher new to our school this year who requires mentoring. She is being mentored by a SETSS teacher with several years of satisfactory experience at our school. Our mentoring model includes observation, intervisitation and reflective discussion. Highly qualified teachers benefit from the support of our data specialist/ testing coordinator who provides ongoing, differentiated support in data collection and analysis, inquiry and differentiated instruction.

3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

Letters will be sent home to parents in their respective languages before the January 2012 deadline. The Parent Coordinator hosts weekly grade level meetings at which time information can be shared and clarified. Notification will also be made at the Parent Association meeting in January 2012.

**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/ Elmer Myers	District 08	Borough Bronx	School Number 119
School Name P.S. 119			

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

Principal Lydia Bassett Tyner	Assistant Principal Delynn Ramos
Coach	Coach
ESL Teacher / Coordinator: Jeanne Piro	Guidance Counselor Carmen Marrero
Teacher/Subject Area Therese Wilson	Parent Sylvia Cruz
Teacher/Subject Area Brenda Barrios	Parent Coordinator Lourdes Flores
Related Service Provider Denise Konnari	Other Rachel Druker Art/ ESL
Network Leader	Other Sarah Esses Grade 1/ ESL

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	6	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	2		

D. School Demographics

Total number of students in school	1043	Total Number of ELLs	230	ELLs as share of total student population (%)	22.05%
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Part II: ELL Identification Process

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

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

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

Beginning in September of 2010 we had initiated improvements in our registration process to guarantee a higher rate of accuracy when completing the HLIS forms. Any parents with children who were newly admitted to the NYC school system were enrolled by two ESL teachers who conducted the intake process separately from other students during registration. The ESL teachers could more readily interview the family, assess their needs and answer their questions without confusion. We continued this system during the Fall of 2011 and it is now a regular part of the registration process.

Depending on how the parents answer the HLIS, we decide if the student is eligible to be tested or not. If the parents indicate that the home language is English, the student is registered in the general education program. If the dominant language is something other than English, the LAB-R is administered to the new admits (Transfer students from another NYC school should already have HLIS forms and test scores in ATS). After completing all the necessary research in ATS, two ESL teachers in our school, Jeanne Piro and Therese Wilson, test all of the eligible students and hand-score the tests. A student who scores below Proficiency levels at a Beginning, Intermediate, or Advanced Level is considered an English Language Learner and is noted as such for further placement. As per state law (under CR PART 154), we administered the LAB-R within 10 days of the students' enrollment.

PS 119 has several structures in place to ensure that parents understand all three program choices (Transitional Bilingual Education, Dual Language, and Freestanding ESL). After reviewing all of the HLIS forms and subsequently LAB testing all of the eligible students who are new admits, we determined the entitled ELL population and sent out Entitlement Letters to inform parents of their students' program eligibility. These letters were distributed in different languages: Spanish, Bengali, Chinese, French, Arabic, and Urdu. The letters also invited the parents to attend an Orientation Sessions on Oct. 4th and 5th. The families viewed the orientation film in their native language which gave them information about bilingual/ELL services offered by the NYC school system. After viewing the film, the parents asked many questions about the different choices available to their children. Ms. Tyner then addressed the audience and outlined the educational programs and services available. Two parents also provided translation services in Spanish and Bengali, our two dominant languages of the ELLs. At the end of the orientation, the parents were asked to complete the Parent Survey and Program Selection Form on which they indicated their choice for language instruction.

The program model offered at our school is aligned with parent requests. Of the 62 program selection forms given out, 52 parents chose freestanding ESL as their top choice. For the 10 parents who did not respond, the school is aware that the default program choice is TBE.

Ms. Piro, the ESL Coordinator/Teacher, continues to manage the distribution of the mandated Parental Letters. She sends out the letters in the different languages prevalent in our school as mentioned previously. She maintains several logs detailing the distribution of all the Parental Letters sent out: Entitlement, Non-Entitlement, NYSESLAT Score Letter, Continued Entitlement.

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 <input checked="" type="radio"/>	No <input type="radio"/>	If yes, indicate language(s):
Dual language program	Yes <input checked="" type="radio"/>	No <input type="radio"/>	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
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained	0	2	2	1	0	0								5
Push-In	7	5	5	5	5	6								33
Total	7	7	7	6	5	6	0	0	0	0	0	0	0	38

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	230	Newcomers (ELLs receiving service 0-3 years)	167	Special Education	33
SIFE		ELLs receiving service 4-6 years	54	Long-Term (completed 6 years)	9

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)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total
TBE										0
Dual Language										0
ESL	167		21	54		8	9		4	230
Total	167	0	21	54	0	8	9	0	4	230

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

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
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	35	41	14	19	13	11								133
Chinese	1	1												2
Russian														0
Bengali	12	9	10	12	11	7								61
Urdu	1													1
Arabic	1	7	13	1	1	4								27
Haitian														0
French	1													1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	1			2	2									5
TOTAL	52	58	37	34	27	22	0	0	0	0	0	0	0	230

Part IV: ELL Programming

A. Programming and Scheduling Information

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?

PS 119 has a combination of various models of instruction for the ELLs: sheltered-immersion, pull-out, and push-in. We have five sheltered-immersion classes in Grades 1, 2, and 3. Out of the five shelter-immersion classes, 3 are taught by certified ESL teachers. Three other ESL teachers either push-in to assist the remaining sheltered-immersion classes or pull-out students for more focused instruction (Pull-out students also come from the mainstream classes). The pull-out groups are organized by grade and by NYSESLAT and LAB-R scores. Organizing the students by grade allows us to address grade-level standards as well as content area instruction. The group size ranges from 10-20 students and they meet for the mandated periods of instruction, as determined by CR Part 154. One of our ESL teachers is also the Art cluster who provides services to Grades 3, 4, and 5. In addition to her art program, she services the beginner Ells in grades 3-5 through the pull-out model. The ESL/Art teacher's pull-out program is center-based where she integrates art instruction with language strategies.

For the last two years, our goal was to increase the number of ESL/bilingual certified teachers on each grade level, K-5. We have accomplished this by promoting participation in the TESOL certificate program at local universities. Two of our teachers have completed the program and are now TESOL certified. By increasing expertise in ESL/bilingual methodology among our faculty, we will be able to better serve our ELLs across the grades and provide them with appropriate ESL instruction.

To enrich language development and to make content comprehensible, we use different strategies and programs to meet the students' needs. We provide English oral language development, comprehensive literacy instruction, and standards-based content area instruction. Our goal is to teach the students to learn English while they are acquiring content area knowledge. All of our ESL teachers emphasize different reading and writing strategies that incorporate academic math, science, and social studies. We use scaffolding techniques to make this academic language more accessible to our ELL students.

The teachers in the sheltered-immersion classes follow the curriculum map for their grade level, adapting it for differentiated instruction. In the pull-out programs, the teachers emphasize different subjects to teach, while developing the four language strands of listening, speaking, reading, and writing. The programs used are: Rigby's On Our Way to English, English to a Beat, Singlish, Making Meaning, Becoming a Writer and Fountas & Pinnel's Leveled Literacy Intervention. Programs such as English to a beat and Singlish use a thematic approach to learning English where students develop oral and written language through songs, movement, and visual aids. Other programs, such as Rigby's On Our Way to English, Making Meaning, Becoming a Writer, and Fountas & Pinnel's Leveled Literacy Intervention develop reading and writing skills through guided and shared practice. Our teachers use the workshop model which includes reading and

A. Programming and Scheduling Information

writing mini- lessons that focus on skills, procedures, strategies, and techniques that are used during the reading and writing process.

The three pull-out teachers each have their own classrooms which are completely furnished to provide multi-sensory language acquisition. The rooms have enhanced technology, listening centers, classroom libraries, and dramatic play areas. For the ELL children to have their own learning environment is so crucial to acquiring a new language. They can practice English without fear of sounding "wrong," and they can concentrate and focus on listening to English through music and stories in an open environment.

We differentiate instruction for the various ELL subgroups. ELLs in United States schools for less than 3 years are considered newcomers. Fountas & Pinnell’s Leveled Literacy Intervention (LLI) is used for these students. This program is designed to help teachers provide powerful, daily, small-group instruction for the lowest achieving children in the primary grades. Each lesson provides specific suggestions for supporting English language learners. Teacher’s in our self-contained immersion classes, the AIS providers and the grade consultants use this program to work with groups of beginners as well as intermediates and some advanced. The Art/ESL teacher also differentiates instruction to the Beginners in her art classroom, where language acquisition is learned through hands-on art activities.

The pull-out ESL programs always strive to accommodate the needs of newcomers. They work in small groups where the teachers can scaffold both social and academic language skills. In the lower grades, the teacher is using a new program called "Singlish" which builds language through music, visuals, and movement. The upper-grades use "English to a Beat," which incorporates learning English through music and reading and focuses on language structure through folktales. This year we are implementing the program Being a Writer, a yearlong writing curriculum that combines writing and learning theory with social and ethical development. It uses high-quality trade books for different genres and author studies, and mini-lessons to reinforce the skills and conventions taught in the program. Leapfrog is used in both upper and lower grades to increase vocabulary and listening skills.

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

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

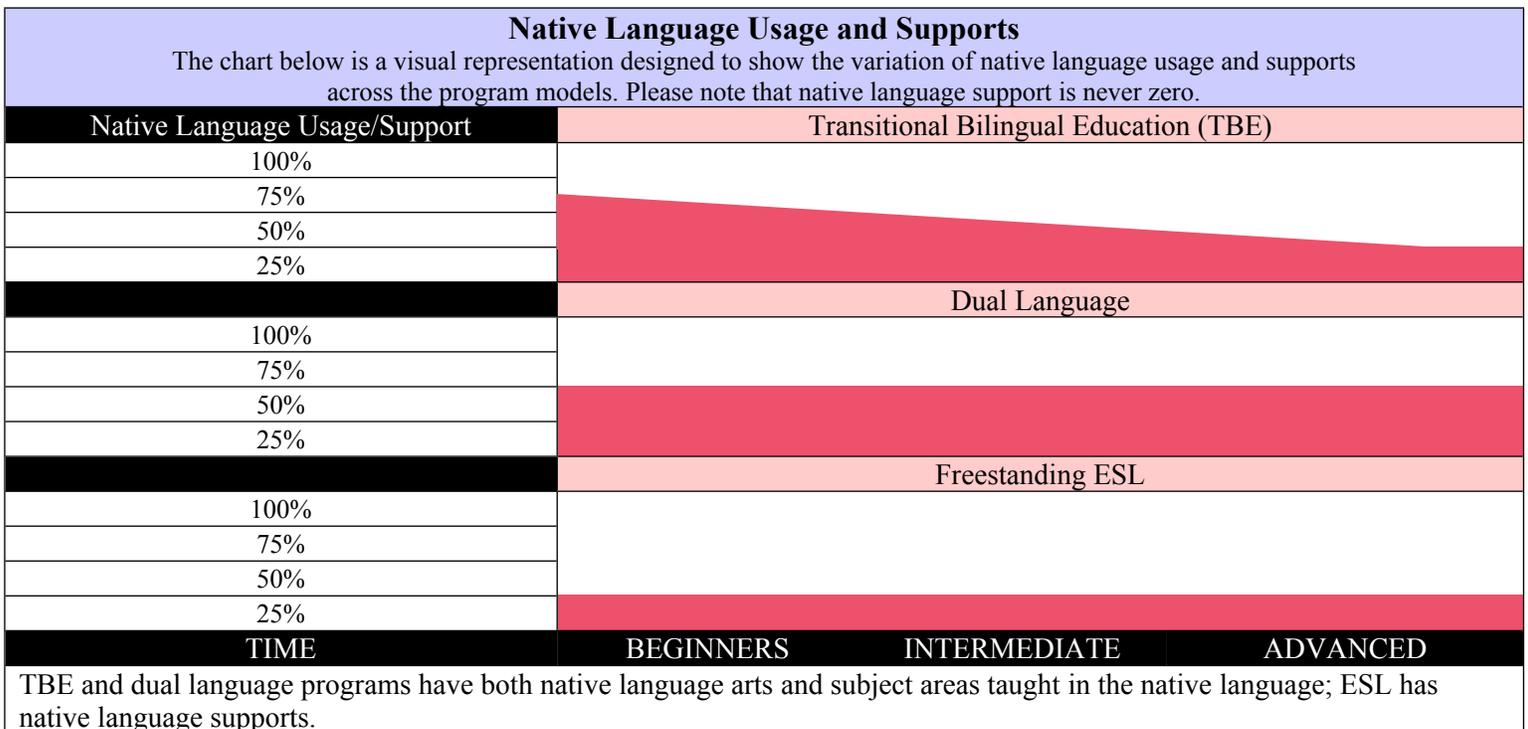
Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts				
Social Studies:				
Math:				
Science:				

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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?

We provide various intervention services for ELLs in ELA, math, social studies, and science based on analysis of relevant data. For students experiencing difficulty with reading, the teachers often articulate with the classroom teachers in assessing concerns and then collaborating on the lesson planning. For ELA, the ESL teacher prepares lessons that focus on the common core standards for language arts. The lessons also include developing the ELLs writing skills and learning strategies to link literature and writing. Our schoolwide writing program was adopted with consideration of the ELLs need for clear models and guided prompts. Gathering ideas for writing is a critical step for ELLs, as is revision and editing. ESL teachers reteach Being a Writer lessons and provide additional time and support for revision and editing. Mathematics instruction is also coherent across and throughout all grades. Math vocabulary and problem solving is addressed by ESL teachers. ELL students are supported in the requirement of explaining their math problem solving through modeling and guided practice. Fluency with math facts is supported through conversation and practice. Our social studies curriculum is thematic, project-based, and accessible to ELLs in structure. The most significant barriers to ELLs is vocabulary, background knowledge and the ability to participate in open ended discussions. Software programs and an enormous library of documentary film is allowing us to build background and vocabulary. ESL teachers work to build the skills of paraphrasing, agreeing and disagreeing to foster participation in discussions. ELLs participate in our Extended Day Program, which is designed to align instruction with improved performance on the NYSESLAT, ELA, and math.

For ELLs reaching proficiency on the NYSESLAT, they have been enrolled in the sheltered-immersion class for grades 1, 2, and 3 where they will continue to be instructed by an ESL teacher. During all testing periods, we include all of the proficient ELLs with the current ELLs to ensure that they receive the testing modifications.

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

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

Many different instructional materials are used to support ELLs: SmartBoards, Listening Centers, leveled libraries, Book Flix, Leapfrog, and Dramatic Play Theatres all enrich instruction. English to a Beat and Singlish are lively programs that develop oral language, grammar, vocabulary, and writing through a combination of folk tales and songs and movement.

Native language support is provided at PS 119. The faculty affirms our students' ability to speak a second language, and often encourages the Beginners, for example, to write in their native languages. Our newly renovated library and classroom libraries also house many

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?

We provide various intervention services for ELLs in ELA, math, social studies, and science based on analysis of relevant data. For students experiencing difficulty with reading, the teachers often articulate with the classroom teachers in assessing concerns and then collaborating on the lesson planning. For ELA, the ESL teacher prepares lessons that focus on the common core standards for language arts. The lessons also include developing the ELLs writing skills and learning strategies to link literature and writing. Our schoolwide writing program was adopted with consideration of the ELLs need for clear models and guided prompts. Gathering ideas for writing is a critical step for ELLs, as is revision and editing. ESL teachers reteach Being a Writer lessons and provide additional time and support for revision and editing. Mathematics instruction is also coherent across and throughout all grades. Math vocabulary and problem solving is addressed by ESL teachers. ELL students are supported in the requirement of explaining their math problem solving through modeling and guided practice. Fluency with math facts is supported through conversation and practice. Our social studies curriculum is thematic, project-based, and accessible to ELLs in structure. The most significant barriers to ELLs is vocabulary, background knowledge and the ability to participate in open ended discussions. Software programs and an enormous library of documentary film is allowing us to build background and vocabulary. ESL teachers work to build the skills of paraphrasing, agreeing and disagreeing to foster participation in discussions. ELLs participate in our Extended Day Program, which is designed to align instruction with improved performance on the NYSESLAT, ELA, and math.

For ELLs reaching proficiency on the NYSESLAT, they have been enrolled in the sheltered-immersion class for grades 1, 2, and 3 where they will continue to be instructed by an ESL teacher. During all testing periods, we include all of the proficient ELLs with the current ELLs to ensure that they receive the testing modifications.

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E. Parental Involvement

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

PS 119 always reaches out to the parents of ELLs to build a bridge over language and cultural divides. We have built a partnership that supports the progress of our students. Initiatives include Family Fun and Learning Night, Father Daughter Dance, Mother Son Dance, Parent

Association Meetings, Monthly Grade Level Parent Meetings, ELL Parent Conference at Columbia University, and the annual Bengali luncheon, which includes singing, dancing, and eating native foods. Our Parent Coordinator also reaches out to parents by conducting informal Coffee Talks throughout the school year to encourage parent discussion groups. She has also arranged parent translators to be available in the school to promote communication with the Spanish and Bengali parents new to the country and to assist our students during testing. We have also partnered with the NYC Department of Adult Education to provide free ESL classes for our parents.

Our school is involved in the Learning Leaders Program which coordinates volunteer parents who assist the teachers in the classrooms. We are always reaching out and encouraging our parents to volunteer as Learning Leaders in the ELL classes.

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

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

Our professional development plan for all ELL personnel includes seminars at QTEL, the Academic Writing Institute, Teaching American History Institute, Touro College - Writing as Learning, and programs offered by BETAC. Classroom mentoring in reading instruction includes

demonstration lessons, fishbowls, inter-class observations and conferences. Our ELL teachers use their common planning period for professional development and curriculum mapping on the first Thursday of each month. Our Network ELL Instructional Specialist provides support and guidance to strengthen our ELL department.

As the children transition from the 5th Grade to middle school, they receive support from the classroom teacher as well as the whole school.

The teacher has initiated an Academic Writing Program, which emphasizes expository writing, vocabulary, and non-fiction. They are also involved in Community Service at school where they assume the roles of Big Brothers and Big Sisters. The Guidance Counselor also conducts orientation sessions with them as they approach graduation so that they are able to take advantage of choices.

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Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	20	25	9	6	6	1								67
Intermediate(I)	4	24	9	12	6	4								59
Advanced (A)	26	4	9	13	13	13								78
Total	50	53	27	31	25	18	0	0	0	0	0	0	0	204

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B		1	4	0	0	0							
	I		16	6	3	7	1							
	A		23	14	16	3	2							
	P		13	5	12	14	16							
READING/ WRITING	B		25	10	3	6	1							
	I		24	6	11	6	3							
	A		4	11	24	12	14							
	P	0	0	1	0	1	0							

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	5	0	0	0	5
4	8	9	3	0	20
5	7	11	0	0	18
6					0
7					0
8					0

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

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

Patterns across the NYSESLAT modalities - reading/writing and listening/speaking indicate a different phenomenon. Across all grade levels,

the total students who scored Advanced in the L/S is 58, and in the R/W, the total is 65. Downgrade level, the numbers are lower in the

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.

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	4		1		0		0		5
4	7		9		10		0		26
5	4		8		8		0		20
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	7		8		6		1		22
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				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
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	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	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?
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- For each program, answer the following:
 - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
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 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

Patterns across the NYSESLAT modalities - reading/writing and listening/speaking indicate a different phenomenon. Across all grade levels, the total students who scored Advanced in the L/S is 58, and in the R/W, the total is 65. By grade level, the numbers are lower in the Reading/Writing modality in the lower grades. In Grade 1, the Listening/Speaking aggregate is higher than the Reading/Writing aggregate. Grade 1 is L/S is 17 and R/W is 5. Beginning with Grade 2, however, we see a shift: Grade 2 has 10 students Advanced in L/S and 9 Advanced in R/W. Grade 3 has 6 and 11 - Grade 4 has 4 and 8 - Grade 5 has 6 and 10. (This is different than previous years where all the grades had higher scores in Listening/Speaking than Reading/Writing). Many factors may contribute to this new finding. The NYSESLAT test is extremely difficult for Kindergarteners and First Graders to be successful enough to pass; the writing component is very sophisticated for such young language learners. As the children proceed through the grades, however, they have become more accustomed to testing and are better prepared for the grammar and writing challenges of the test. Also, the upper grade teacher(s) may have focused more on preparing for the NYSESLAT, and the Saturday Academy had students from Grades 2 -5. We will continue to direct the Kindergarten and 1st Grade teachers to familiarize themselves with the format of the test and include this type of instruction in the classroom. We also plan to encourage the teachers to include the Language Strand of the new core standards when planning lessons.

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: <u>P.S. 119</u>		School DBN:	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Lydia Tyner	Principal		12/1/11
Delynn Ramos	Assistant Principal		12/1/11
Lourdes Flores	Parent Coordinator		12/1/11
Jeanne Piro	ESL Teacher		12/1/11
Silvia Cruz	Parent		12/1/11
Brenda Barrios	Teacher/Subject Area		12/1/11
Therese Wilson	Teacher/Subject Area		12/1/11
	Coach		12/1/11
	Coach		12/1/11
Carmen Marrero	Guidance Counselor		12/1/11
Elmer Myers	Network Leader		12/1/11
Rachel Druker	Other <u>ESL / Art</u>		12/1/11
Sarah Esses	Other <u>Grade 1 ESL</u>		12/1/11
Joan Lesko Giardina	Other <u>Grade 2 ESL</u>		12/1/11
	Other		12/1/11

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 08X119 **School Name:** PS 119

Cluster: 94CL06 **Network:** 94N607

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

Part A: Needs Assessment Findings

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

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

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

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

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

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

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

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

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

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.

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

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

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>.

- A. A copy of the Parent Bill of Rights and Responsibilities will be sent home to families requiring these services in the appropriate language.
- B. Translated version of the Parent Bill of Parent Rights and Responsibilities are framed and displayed at the main entrance of PS 119.
- C. The School Safety Plan contains an addendum outlining how parents in need of language access services may receive these services.
- D. N/A
- E. We access the DOE Translation and Interpretation Website to find translation signs guiding parents to services. The Family Room provides language access services to families in need.

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: PS 119	DBN: 08X119
Cluster Leader: Jose Ruiz	Network Leader: Elmer Myers
This school is (check one): ✱conceptually consolidated (skip part E below) ●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): ●Before school ●After school ✱Saturday academy ●Other:
Total # of ELLs to be served: 80 Grades to be served by this program (check all that apply): ●K ●1 ✱2 ✱3 ✱4 ✱5 ●6 ●7 ●8 ●9 ●10 ●11 ●12
Total # of teachers in this program: 6 # of certified ESL/Bilingual teachers: # of content area teachers:

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: To meet the language development needs of our ELLs, PS 119 has developed a Saturday Academy which is very successful. The program builds upon the strength of the school day content area study and language development in a small group setting. The Saturday Academy will service students in Grades 2-5 and there will be six groups of approximately 15 students per group. The teachers that service these groups are certified ESL teachers and common branch teachers. The ESL Coordinator plans the curriculum and lesson plans which targets English language instruction and academic writing in math, science, and social studies. Based on the NYSESLAT Writing and Reading modalities, the writing lessons include both a structured approach to language acquisition and a response to literature, fiction and non-fiction.

Students study components of English grammar introduced through a mini-lesson and reinforced through different activities such as expository writing, content area study, and reader's theater. Building writing skills will strengthen English language proficiency. Students improve their reading comprehension through reading independently and conferring with their teacher using levelled books.

The program will take place from December to May for 16 sessions from 8:30 - 12:00 for 3 1/2 hours each session. Each Saturday Academy is preceded by a half-hour planning period where the teachers review that day's plans and prepare for the lesson. A supervisor is present to maintain a safe environment and ensure quality instruction. The supervisor will be there before and after dismissal to ensure safe drop off and pickup of students by parents.

Types of materials (for all groups) include non-fiction trade books, Amazing English, Time for Kids, and Finish Line for ELLS (English Language Proficiency Practice). For the 3rd - 5th grade groups, they will be using Read-Reason-Write (reading and writing strategies that are based on non-fiction passages), Finish Line Comprehension Skills (a series of workbooks which emphasize different reading strategies), and Reader's Theater, a program that builds fluency and content area through Social Studies.

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: This year our ELL Instructional Support Specialist, Yliucha Jaquez, is conducting professional development workshops for our ELL staff. The topics include these areas: scaffolding strategies that support student writing, using the Formative Assessment Tool to analyze writing, and the Language Experience Approach.

The ELL teachers also meet after school for collaborative planning and sharing strategies focused on their ELL students.

Other ELL teachers attend ongoing professional development seminars such as To increase TESOL Certification at our school, we highly encourage all teachers to obtain their ESL certification license. This year, the Reading Specialist will receive her license, and a previous Literacy Coach received her TESOL MA while on sabbatical last year.

Other staff responsible for delivery of instruction receive site-based staff development throughout the course of the school year from the Literacy and Math coaches. Some of these in-house sessions are:

- Common Core State Standards
- Differentiated Strategies for ELLs in ELA and content area instruction
- Looking at ELL Data
- NYSESLAT Assessment

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: PS 119 always reaches out to the parents of ELLs to build a bridge between language and cultural divides. We have worked hard at building a partnership which supports the progress of our students. Initiatives include:

-Family Workshops - Lourdes Flores, the Parent Coordinator, conducts monthly workshops (by grade) for the parents to learn about helping their children with homework skills, reading, writing, and math. She also includes topics on the ELA and Math assessments. The ESL staff will include a session on the NYSESLAT. Parents that participate in the workshops will receive a resource packet with activities that they can use at home with their children.

-Family Fun and Learning Night

-Pre K Culture Club

-ELL Parent Conference at Columbia University

-We have partnered with the NYC Department of Adult Education to provide free ESL classes for our ESL parents. We evaluate the needs of the parents through Parent Association surveys and discussions.

Parents are notified of these events through bilingual flyers, mailings, and through the PA and the Parent Coordinator. Bengali and Spanish parents are available to translate these communications.

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none">• Per session• Per diem		
Purchased services <ul style="list-style-type: none">• High quality staff and curriculum development contracts.		
Supplies and materials <ul style="list-style-type: none">• Must be supplemental.• Additional curricula, instructional materials.• Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		