



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

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

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

PRINCIPAL: LISA FERNANDEZ

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SUPERINTENDENT: DR. R. FARKAS

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Lisa Fernandez/B.Snow	*Principal/Assistant Principal	
Gail Gill	*UFT Chapter Leader or Designee	
Arthur Johnson	*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>)	
Diana Zaragoza	CBO Representative, if applicable	
Sharon Phillip	Member/Parent	
Roslyn Tenpow	Member/Parent	
Khadija Prowell	Member/Parent	
Mary Moran	Member/Staff	
Jackie Sullivan	Member/Staff	
Melissa Brownfeld	Member/Staff	
	Member/	

** Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

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

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

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 coordinated with 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 aligned with the current citywide instructional expectations.
- 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 use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, 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.

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

Describe a goal you have identified for the year.

By June 2013, 60% of all students will show progress in using mathematical models/and or writing an explanation of their reasoning in solving a grade level problem by moving up at least one rubric level. (Pre, Medial , & Post assessments will be used.)

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
 - P.S.119 will work toward the goal of preparing all student, including ELL and students with disabilities, for college and career readiness. Teachers will work collaboratively to create cognitively demanding learning experiences in their classrooms every day.
 - Based on analysis of the learning needs of all students we are mandated to continuously refine and revise a collaborative approach to a Common Core aligned curriculum, assessments, and teacher resources in keeping with the newest, higher NYSCC standards.
 - According to the results of the 2011 Parent and Teacher Surveys P.S. 119 is at the high level of approval in the areas of Communication and Engagement and in the highest level of satisfaction in the areas of Academic Expectations and Safety & Respect.
 - 53.4% of students are currently performing at levels 3 & 4 on the NYS Math Assessment, P.S. 119's therefore; we will continue to support students with problem solving and reasoning skills.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - Envisions Math program, Math Collaborative Inquiry, Family Math, Saturday ELL Intervention Program, Academic Intervention
 - Teachers will formulate mathematics tasks with rubrics aligned to CCSS as part of a unit of study
 - Performance and Visual arts experiences will be infused into the Math Curriculum area.
 - Student performance on informal and formal assessments: chapter tests and Periodic Assessments, during formal and informal observations and walk- through rounds.
 - b) key personnel and other resources used to implement these strategies/activities,
Classroom teachers, academic support paraprofessionals, academic intervention providers, AIS programs – Kaplan, envisions math home links, Perfection Learning Math, RTI program, Network-based training support this initiative.
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
Teacher Goals, DOE staff needs assessment, Professional Development aligned with teacher request as well as student need, SLT participation and outreach
 - d) timeline for implementation.
Sept 2012-June 2013, 60% of all students will show progress in using mathematical models/and or writing an explanation of their reasoning in solving a grade level problem by moving up at least one rubric level. (Pre and Post assessments will be used.)

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
 - providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
 - providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
 - fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child’s progress;
 - providing assistance to parents in understanding City, State and Federal standards and assessments;
 - sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
 - providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community
 - hosting educational family events/activities during Parent Association meetings and throughout the school year;
 - encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
 - supporting or hosting Family Day events;
 - establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
 - hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
 - encouraging more parents to become trained school volunteers;
 - providing monthly written and ongoing verbal progress reports that are periodically given to keep parents informed of their children’s progress
 - translate all critical school documents and provide interpretation during meetings and events as needed

Budget and resources alignment

- Indicate your school’s Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

 X Tax Levy X Title I _____ Title IIA X Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY’13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

- Title I SWP, FSF, Title IIA, Title II, Title III LEP, Data Specialist, IDEA, Magnet, Section 504, NYSTL, Math teacher/coaches, math AIS, classroom teachers, paraprofessionals.
- The Millennium Development Program/Bergen Beach Youth Organization: This CBO collaborates with P.S. 119 to implement programs that will support and extend the school programs and curriculum in an after school setting.
- RESOA funds are used for technology improvement which benefits the entire student population with the addition of laptops, smart boards, desktop computers, and technology lab improvements.

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

- Describe a goal you have identified for the year.

By June, 2013, all students in grades K – 5 will engage in completing a minimum of two ELA units of study and two complex tasks that ask them to read and analyze informational texts and write an opinion and argument in response as evidenced by improved performance according to an identified grade level standard of achievement.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
 - P.S.119 will work toward the goal of preparing all student, including ELL and students with disabilities, for college and career readiness. Teachers will work collaboratively to create cognitively demanding learning experiences in their classrooms every day.
 - Based on analysis of the learning needs of all students we are mandated to continuously refine and revise a collaborative approach to a Common Core aligned curriculum, assessments, and teacher resources in keeping with the newest, higher NYSCC standards.
 - According to the results of the 2011 Parent and Teacher Surveys P.S. 119 is at the high level of approval in the areas of Communication and Engagement and in the highest level of satisfaction in the areas of Academic Expectations and Safety & Respect.
 - 55% of students are currently performing at levels 3 & 4 according to the NYSELA Assessment, P.S. 119's focus will be on requiring students to ground reading, writing, and discussion in text.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
Making Meaning, Heartwood Ethics, Leveled Literacy Intervention, Reading Recovery, Family ELA, Saturday ELL Intervention Program, Academic Intervention, Teachers will formulate literacy tasks with rubrics aligned to CCSS, Access Code, Soar to Success, Rourke Non-fiction Skill Builders, Quick Reads
 - b) key personnel and other resources used to implement these strategies/activities,
Classroom teachers, academic support paraprofessionals, academic intervention providers, AIS programs – Kaplan, Education City, BRIC Rotunda Gallery, ITA, Unit Assessments, Monthly monitoring & parent progress reports, RTI program, Network-based training support this initiative
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
Teacher Goals, DOE staff needs assessment, Professional Development aligned with teacher request as well as student need, SLT participation and outreach
 - d) timeline for implementation.
Sept 2012-June 2013, 65% of students in Grades 3-5 will achieve grades 3 & 4 on a task that asks them to read and analyze informational texts and write an opinion and argument in response as evidenced by improved performance according to an identified grade level standard of achievement based on a standardized rubric.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
 - providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
 - providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
 - fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
 - providing assistance to parents in understanding City, State and Federal standards and assessments;
 - sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
 - providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community
 - hosting educational family events/activities during Parent Association meetings and throughout the school year;
 - encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
 - supporting or hosting Family Day events;
 - establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
 - hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
 - encouraging more parents to become trained school volunteers;
 - providing monthly written and ongoing verbal progress reports that are periodically given to keep parents informed of their children's progress
 - translate all critical school documents and provide interpretation during meetings and events as needed

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
 - The Millennium Development Program/Bergen Beach Youth Organization: This CBO collaborates with P.S. 119 to implement programs that will support and extend the school programs and curriculum in an after school setting.
 - RESOA funds are used for technology improvement which benefits the entire student population with the addition of laptops, smart boards, desktop computers, and technology lab improvements.
 - Title I SWP, FSF, Title IIA, Title II, Title III LEP, Data Specialist, IDEA, Magnet, Section 504, NYSTL, Math teacher/coaches, math AIS, classroom teachers, paraprofessionals.

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

- Describe a goal you have identified for the year.

By June 2013, 100% of teachers will engage in collaboration on the grade levels and across grades/disciplines to attain unified grade planning, instructional consistency on and across grades, and coherent school-wide and grade-wide grading and instructional policies.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
 - P.S.119 will work toward the goal of preparing all student, including ELL and students with disabilities, for life after high school. Teachers will work collaboratively to create cognitively demanding learning experiences in their classrooms every day.
 - We are mandated to continuously refine and revise a collaborative approach to a Common Core aligned curriculum, assessments, and teacher resources in keeping with these newest, higher standards. Collaborative Inquiry and Network-based training support this initiative.

Instructional strategies/activities

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

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
 - providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
 - providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
 - fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
 - providing assistance to parents in understanding City, State and Federal standards and assessments;
 - sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
 - providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community
 - hosting educational family events/activities during Parent Association meetings and throughout the school year;

- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

 X Tax Levy X Title I Title IIA X Title III Grants Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
 - Title I SWP, FSF, Title IIA, Title II, Title III LEP, Data Specialist, IDEA, Magnet, Section 504, NYSTL, Math teacher/coaches, math AIS, classroom teachers, paraprofessionals.
 - The Millennium Development Program/Bergen Beach Youth Organization: This CBO collaborates with P.S. 119 to implement programs that will support and extend the school programs and curriculum in an after school setting.
 - RESOA funds are used for technology improvement which benefits the entire student population with the addition of laptops, smart boards, desktop computers, and technology lab improvements.

ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	Reading Recovery LLR Essentials in Reading Soar to Success Quick Reads Readers' Theater Kaplan Making Meaning Heartwood Ethics VTS	1:1 <4 group 3-5 Students 5 Students 1:1, Small Group Small Group Small Group Small Group Small Group	School Day School Day School Day School Day School Day After School After School After School After School School Day, After School
Mathematics	Kaplan EDM Envision Math VTS ELL	Small Group Small Group Small Group Small Group 1:1	School Day School Day School Day After School After School
Science	FOSS MacMillan/McGraw Hill Cook Shop	Small Group, Individual Small Group, Individual Small Group - Family	School Day School Day School Days, Saturdays
Social Studies	VTS Heartwood Ethics Scott Forseman CORE Library	Small Group Small Group Small Group Small group	School Day School Day School Day After School
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Counseling Gardening Club	Individual, Small Group Individual, Small Group	School Day, Extended Day School Day, Extended Day

HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

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

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

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies 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. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership

Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;

- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
CAN BE LAST YEARS BUT MUST BE UPDATED

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.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2012-13**

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 Wendy Karp	District 22	Borough Brooklyn	School Number 119
School Name PS 119 The Amersfort School			

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

Principal Lisa Fernandez	Assistant Principal Barbara Snow
Coach Donna Incorvaia	Coach Mary Moran
ESL Teacher Victoria Romanov	Guidance Counselor Regine Millien
Teacher/Subject Area type here	Parent Arthur Johnson
Teacher/Subject Area type here	Parent Coordinator Bernandette Slack
Related Service Provider type here	Other type here
Network Leader Wendy Karp	Other type here

C. Teacher Qualifications [?](#)

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

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

D. School Demographics

Total number of students in school	466	Total Number of ELLs	46	ELLs as share of total student population (%)	9.87%
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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. 

Paste response to questions 1-6 here

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

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

2. Parents orientations are conducted in the month of September, within 10 days of the students' enrollment, and as needed throughout the year. During the orientation, parents view a video in their native language as well as in English describing ELL program options. In house bilingual translators are available to answer questions or address concerns that parents may have about the selection of the most appropriate program for their child (the learning needs of their children). Also, during the orientation, the parents are given a Parent Survey and Program Selection forms to complete. They have to select the program they feel would best suit their child's

learning needs. If a parent selects a program not currently offered at P.S. 119, they are assured that their selections are kept on file and once enough requests have been made for a particular program it will be opened.

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

4. Once ELL students are identified their families are notified, they begin to receive services according to their needs. Beginner and intermediate English language acquisition students receive 8 periods of ESL services per week while advanced students receive 4 periods each week. Parent program selection forms are reviewed for appropriate placement options of ESL, bilingual or dual language.

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

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

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	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	To t #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)	0	0	0	0	0	0								0
Dual Language (50%:50%)	0	0	0	0	0	0								0
Freestanding ESL														

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t #
Self-Contained	0	0	0	0	0	0								0
Push-In	0	0	0	0	0	0								0
Total	0													

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	46	Newcomers (ELLs receiving service 0-3 years)	37	Special Education	8
SIFE		ELLs receiving service 4-6 years	9	Long-Term (completed 6 years)	0

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0									0
Dual Language	0									0
ESL	37		4			3				37
Total	37	0	4	0	0	3	0	0	0	37

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 L	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	0	0	0	0	0	0	0	0	0	0

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American: ____	Asian: ____
Hispanic/Latino: ____	Other: ____
Native American: ____	White (Non-Hispanic/Latino): ____

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	1	0	0	2	1	1								5
Chinese	0	0	0	0	0	0								0
Russian	0	0	0	0	0	0								0
Bengali	0	0	0	0	0	0								0
Urdu	1	0	1	0	0	0								2
Arabic	2	0	3	1	1	1								8
Haitian	1	1	4	7	2	7								22
French	1	1	0	2	3	2								9

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
Korean	0	0	0	0	0	0								0
Punjabi	0	0	0	0	0	0								0
Polish	0	0	0	0	0	0								0
Albanian	0	0	0	0	0	0								0
Other														0
TOTAL	6	2	8	12	7	11	0	46						

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6 years).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

Paste response to questions 1-7 here

1. a) At PS 119, our ELL instructions are delivered through freestanding ESL program using the Pull-Out models in compliance with Part 154 of the Commissioner's Regulations.
 - b) Our ESL programming is planned by flexible heterogeneous grouping of students according to their academic and linguistic needs. Beginner and Intermediate students receive 360 minutes of ESL instruction while advanced students receive 180 minutes weekly.
2. PS 119 has a Freestanding ESL program this year, our ESL teacher works through a pull-out model. Our ELLs receive differentiated instructions in all-English content classrooms. However, they are brought together from various classes for English-acquisition focused instructions for 4-8 periods weekly as per CR Part 154 mandate. All Beginners and Intermediate ELLs receive 360 minutes per week of ESL instruction. All advanced ELLs receive 180 minutes of ESL instruction per week and an additional 180 minutes per week of ELA instruction, in their classroom, as required under CR Part 154. ESL teacher collaborates with students' classroom common branch teacher

A. Programming and Scheduling Information

to deliver support grade level, content area instruction through the use of ESL strategies and methodologies.

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

4. ELLs are evaluated by formal assessments such as ELA, Math, and Science State exams as well as periodic assessments throughout the year. All of our ELL students have a choice of taking content area exams in English or in the native language when the translated version of the test is available. When the booklets in the native language are unavailable, an oral translation is available by the licensed pedagogues who are trained to provide translations. In addition to all content area exams, ELL Spanish speaking students are evaluated via Spanish LAB by a Spanish speaking teacher to evaluate native language literacy skills.

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

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

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

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

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

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

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

Courses Taught in Languages Other than English ⓘ

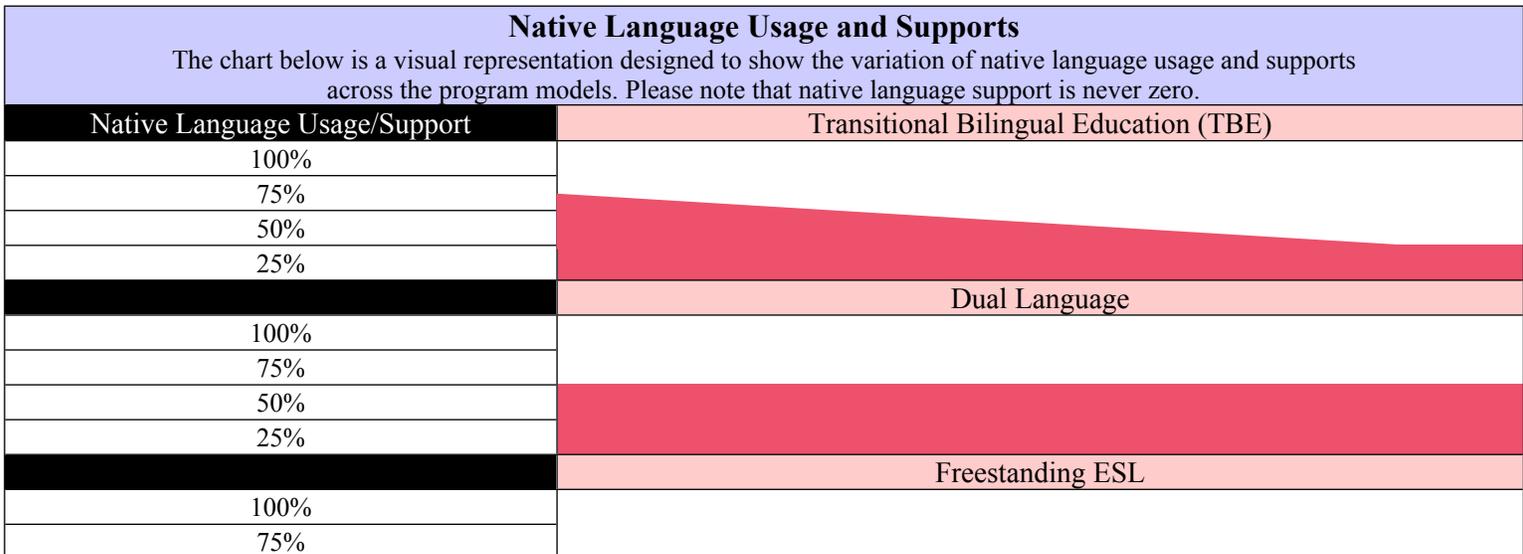
NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

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

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

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



50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

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?

Paste response to questions 8-17 here

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

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

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

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

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

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

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

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

native language.

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

16. All parents of incoming students are invited to attend a Parent Orientation in June, prior to enrollment. This Orientation is designed to introduce families to school and community resources, programs, and staff.

17. Presently, our school does not offer language electives to any students.

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)?

na

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.

Paste response to questions 1-3 here

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

October 2011 – Grades K-5

Working with ELL students in the classroom Grades K-5

November 2011– Grades K-5

Communicating with newly arrived ELL's – Tips for teachers

December 2011 – Grades K-5

Celebrating cultural commonalities. Demonstrating cross-cultural knowledge and understanding

January 2012- Grades K-5

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

February 2012 – Grades K-5

Strategies for test-takers – interweaving the four language skills

March 2012 – Grades K-5

NYSESLAT- From standards to assessment

April 2012 – Grades K-5

Promotional Criteria for ELL students. Use of multi-criteria

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

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

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

E. Parental Involvement

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

Paste response to questions 1-4 here

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

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

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

2. We do not contract outside organizations for our parent workshops. We utilize in house experts. We partner with BRIC Kids Art to enrich learning experiences of all ELLs.

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

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

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

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	0	2	1	1	2	3								9
Intermediate(I)	1	0	5	4	3	3								16
Advanced (A)	5	0	2	7	2	5								21
Total	6	2	8	12	7	11	0	0	0	0	0	0	0	46

NYSESLAT Modality Analysis

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

NYS ELA

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

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4	1	3	0	0	0	1	0	0	5
5	0	2	0	7	0	1	0	1	11
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4		2		6		2		1	11
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

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

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

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

Paste response to questions 1-6 here

1. PS 119 uses DRA, WRAP, ECLAS, Fountas and Pinnell as early literacy skill assessments for all students. The results of these tests drive all of our instructional decisions. We use the data to plan appropriate instruction for the entry level of the students in each curriculum area.

2. The data pattern across proficiency levels shows that there are more deficiencies in reading and writing modalities of the LAB-R and NYSESLAT than in listening and speaking. Also, students in younger grades tend to have more difficulties in writing.

In grade One - 25 students were tested via NYSESLAT and 13 students tested out of the ESL program.

Listening and Speaking Subtests revealed that 19 students passed, 4 students scored at the Advanced, 2 students scored at the Beginner and no students scored at the Intermediate levels. For the Reading and Writing Subtests of the NYSESLAT, 16 students passed it while 2 students scored at the Beginner, 3 students scored at the Intermediate, and 3 students scored at the Advanced levels.

In grade Two - 14 students were tested via NYSESLAT and 4 students tested out of the ESL program.

Listening and Speaking Subtests revealed that 10 students passed, 1 student scored at the Intermediate, and 3 students scored at the Advanced levels. There were no students at the beginner level. For the Reading and Writing Subtests, only 4 students passed while 1 student scored at the Beginner, 4 students scored at the Intermediate and 4 students scored at the Advanced levels.

In grade Three - 7 students were tested via NYSESLAT and 2 students tested out of the ESL program.

Listening and Speaking Subtests revealed that 6 students passed and 1 student scored at the Intermediate level of proficiency. There were no Beginner or Advanced English Language Learners. For the Reading and Writing Subtests, only 2 students passed it while 1 scored at the Intermediate and 3 scored at the Advanced levels. There were no students at the Beginner Level.

In grade Four - 19 students were tested via NYSESLAT and 6 students tested out of the ESL program.

Listening and Speaking Subtests revealed that 10 students passed, 2 scored at the Intermediate and 7 scored at the Advanced levels of English proficiency. There were no Beginner ELLs. For the Reading and Writing Subtests, only 6 students passed it while 3 scored at the Beginner, 6 scored at the Intermediate and 4 scored at the Advanced levels.

In grade Five - 11 students were tested via NYSESLAT and 2 students tested out of the ESL program.

Listening and Speaking Subtests revealed that 8 students passed, and 3 students scored at the Advanced levels. There were no Beginner or

Intermediate ELLs. For the Reading and Writing Subtests, only 2 students passed it, while 1 student scored at the Beginner, 2 students scored at the Intermediate and 8 students scored at the Advanced levels.

3. Patterns across NYSESLAT modalities will affect instructional decisions by allowing mainstream classroom teachers to attend more professional development on how to use ESL methodologies, so ELL students will fully participate in all Balanced Literacy activities to improve reading comprehension and writing skills during school day. In addition, since our NYSESLAT results revealed deficiencies in reading and writing skills, ELLs will get differentiated homework as well as differentiated instruction in reading and writing to target deficient skills. Our ELLs will also be invited to participate in AIS services throughout the day as well as after school Magnet and Title III Saturday Academy programs.

4. a. Most of our students across all English proficiency levels and grades are allowed to take content area exams in their native language (translated versions). Our scores indicate that those students taking tests in their native language scored higher than they would if they were taking tests in English only when proficient in the native language.

b. ELL students at PS 119 do not take separate ELL Periodic Assessment. However, they do take the general Periodic Assessment which is translated orally in their native language.

c. The results of the Periodic Assessments drive instructional programs.

5. N/A

6. The success of PS 119's ELL program will be evaluated by having all LEP students move from one level of language acquisition to the next on the NYSESLAT exam. Also, we will see the success of our program by having all our students meet and exceed the standards in ELA and math, as measured by the state exams and interim assessments.

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.

Paste additional information here

Part VI: LAP Assurances

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Lisa Fernandez	Principal		1/1/13
Barbara Snow	Assistant Principal		1/1/13
Bernadette Slack	Parent Coordinator		1/1/13
Victoria Romanov	ESL Teacher		1/1/13

School Name: _____ **School DBN:** _____

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Arthur Johnson	Parent		1/1/13
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
Donna Incorvaia	Coach		1/1/13
	Coach		1/1/01
Regine Millien	Guidance Counselor		1/1/13
Wendy Karp	Network Leader		1/1/13
	Other		1/1/01

As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.

For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

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

Cluster: 605 **Network:**

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

Part A: Needs Assessment Findings

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

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

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

Written & Oral interpretation needs:

Creole: 20 Families

Spanish: 13 Families

Urdu: 8 families

Arabic: 5 Families

French: 4 Families

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

Part B: Strategies and Activities

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

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

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

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

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

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

2012-13 Comprehensive Education Plan (CEP)

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 #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

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

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 60
Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 4 # of certified ESL/Bilingual teachers: 1 # of content area teachers: 3

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

- Rationale: Students who have not passed the LAB-R will be invited to attend the ELL Academy. This program will consist of two components. Part 1 will be initial supplemental English instruction with the ELL teacher after school on Tuesdays and Thursdays from 2:30- 3:20. Part 2 will take place on Saturday mornings. During the Saturday sessions students will apply their lessons from Tuesdays and Thursdays in the areas of dance, art, conversation, and writing. These sessions will be conducted by certified teachers.

Subgroups and Grade levels: Children who are beginner, intermediate, and advanced ELL students in grades 3 - 5 will be targeted and grouped according to ability level.

Title III After School Program

The schedule and duration program will run as follows: Part 1 of the program will meet every Tuesday & Thursday from 2:30 - 3:20 after the end of the regular school day at 2:30 from February 22- May 10 for a total of 19 sessions. The ESL teacher will conduct 20 minute mini lessons for each level of ELL learners. Lessons will be focusing on Language Development, Listening, Speaking, & Writing. There will be one group of 15 students.

Title III Saturday program

Saturdays - 12 consecutive Saturdays from February 22 - May 10, 9-12 p.m. - with 4 Common branch teachers implementing the dance, art, and writing aspect of the program. There will be 3 groups of 15 students. The students will rotate through dance, art, and writing with each period lasting 45 minutes. We will allow 5 minutes in between periods for movement. The fourth teacher will provide push in support for each group during writing. During Art students will be using VTS methodologies as applied to the performing and visual arts. During Writing the students will be listening, speaking, & writing about what has taken place in the areas of dance and art.

Reading and Math will be taught through art, music, movement and balanced literacy utilizing the Visual Teaching Strategies program. The school will provide grade appropriate materials that are fully aligned with all City and State Standards. All instruction will be delivered in the English language by the ESL, music and art certified teachers.

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

Part B: Direct Instruction Supplemental Program Information

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

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

Begin description here:

We will have ongoing sessions of professional development. Assessment of the professional development will be done as an outgrowth of how the instruction has been modified during the program. Per diem days will be planned to compile ELL performance data and for workshop development. Workshops would include preparation for the NYSESLAT. The Visual Teaching Strategies coordinator as well as the certified ESL teacher will work together with the art and music teachers to utilize ESL strategies and methodologies in teaching ELL population. Articulation with each teacher and the professional development personnel will also be used as indicators of success.

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

In order to best meet the needs of the students participating in the Saturday ELL Academy, Professional Development time will be offered at the school from 2:30 - 3:25 as follows:

Listening & Speaking - February 20, March 6: Presented by the ELL teacher

Reading - March 20, April 3: Presented by the ELL teacher

Writing - April 24, May 1, 2013: Presented by the ELL teacher

In these sessions, curriculum, and ESL methodology will be presented.

Part D: Parental Engagement Activities

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

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

Begin description here:

The Title III Saturday English Literacy and Arts program as described in the narrative is a supplemental program to the school's parent involvement plan.

Parent workshops with translators will be conducted by the Parent Coordinator and the ELL teacher from 9:30- 10:30 as follows:

2/23 - Parent Orientation - program overview offered by program coordinator

3/23 - ELL Reading Strategies - ELL teacher

4/20 - ELL Writing Strategies - ELL teacher

5/4 - ELL Listening & Speaking Strategies - ELL teacher

Agenda and sign-in sheet will be kept on file. Parents will be notified of these activities by receiving an invitation letter home in their preferred language. Creole, French, Spanish, Urdu and Arabic translators will be available during workshops to translate the information and to handle any questions and/or concerns.

Part E: Budget

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

Allocation Amount: \$11200

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 		

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
supplemental. <ul style="list-style-type: none">• Additional curricula, instructional materials.• Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL	\$11,200	