



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: P.S. / I.S. 119

DBN : 24Q119

PRINCIPAL: DR. JEANNE FAGAN

EMAIL: J.FAGAN2@SCHOOLS.NYC.GOV

SUPERINTENDENT: MADELENE TAUB-CHAN

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
Dr. Jeanne Fagan	*Principal or Designee	
Andrew Bennett	*UFT Chapter Leader or Designee	
Christina DeSimone	*PA/PTA President or Designated Co-President	
Eileen Walsh	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Sherry Ortega	Member/Parent	
Denise Smith	Member/Parent	
Lizeth Oieda-Kellner	Member/Parent	
William Teehan	Member/Teacher	
Anthony Wansor	Member/Teacher	
Tina Mavrikos-Kual	Member/Assistant Principal	
	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. Refer to the directions and guidance for assistance in developing your goals.

By June 2013, there will be a deepening of curricula to include rigorous lessons and performance tasks which will support the six shifts in mathematics aligned to the Common Core and the modifications in mathematics content evidenced by 70 % of students meeting the standards as evidenced by work products and task rubrics.

Comprehensive needs assessment

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

- Based upon a review of our curriculum maps, performance on school based and New York State exams and student work during the 2011-2012 school year we identified areas of need within our mathematics curriculum.
- After analyzing student work during Inquiry team meetings, department meetings, and during the Instructional Lead Team (ILT) meeting we determined that Teachers and students needed to deepen their understanding of the Common Core and the modifications in the mathematics content.

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,
 - b) key personnel and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Beginning in September and continuing during the school year:

- Teachers will plan during common planning time and extended day in order to narrow and deepen the curricula and to evaluate units of study and performance tasks for alliance with the six shifts in mathematics, as well as the major focus of the grade.
- Students will practice procedures and work toward fluency in arithmetic. Three quarters of class time will be spent on major work of the grade.
- The ILT, which is comprised of Instructional lead teachers and supervisors, will meet weekly to evaluate progress of Mathematics teams in meeting the school goal. Each team will present to the ILT at least twice and assessed for progress and focus.
- Instructional leads will be selected to lead professional development sessions on the Common Core after attending network meetings.
- Principal, Dr. Fagan will attend monthly network meetings.
- Assistant principals will attend CFN meetings.
- Kindergarten and first grade teachers will receive weekly coaching sessions from the elementary school math coach.
- Kindergarten and first grade teachers will receive professional development from the CFN Mathematics Achievement coach.
- CIFE Professional Development will be given to all teachers.
- Response to Intervention (RTI) teacher will work with K, 1 and middle school students on envisions math and math journals on line tasks.

- In September teachers will be given the option to select an alternate to observation offered to tenured teachers. Option A: Inquiry –based study through collaboration with teacher teams (creating /implementing units of study. Option B: Personal professional Study (deepening understanding of Danielson’s Framework.)
- In January, teachers will be required to write a midyear goal summary including documentation and analysis of student work related to the common core, revisions of rubrics and adjustments to the units of study.
- In June, teachers will be required to write an end year summary that includes documentation and analysis of student work related to the common core, revisions of rubrics and adjustments to the units of study.

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.

Strategies to increase parent involvement that are aligned to the goal:

- PTA meetings where the common core standards and mathematics shifts are discussed and identified for the parents.
- SLT meetings where the common core standards and mathematics shifts are discussed and identified for the parents.
- Coffee with the Principal meetings where academic standards are discussed and focused on.
- Back to school night for parents and students
- Parent Teacher conferences
- Monthly Parent workshops given by Parent Coordinator, Mrs. Seema Biordi
- School web site PS/IS 119.org where all relevant school information, including individual classroom teacher’s communication. Web site postings can be translated into all languages.
- Information back packed home to parents from the PTA and Principal, Dr. Fagan
- School messenger phone calls

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).

PS/IS 119 will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal by:

- Funding Instructional leads
- Per Diem funds will be used to cover teachers when network specialists come to support instructional lead teachers and the math coach.
- Per session funds will be used for teacher teams meetings
- Common planning time will be funded
- Extended day (SBO)
- Principal and Assistant Principals attend network meetings.
- Summer institute for Principal and Assistant Principal that supervises mathematics

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. Refer to the directions and guidance for assistance in developing your goals.

By June 2013, there will be a deepening of curricula to include rigorous lessons and performance tasks which will support the six shifts in English Language Arts (ELA) aligned to the Common Core evidenced by 70 % of students meeting the standards as evidenced by work products and task rubrics.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
- Based upon a review of our curriculum maps, performance on school based and New York State exams and student work during the 2011-2012 school year we identified areas of need within our ELA curriculum.
- After analyzing student work during Inquiry team meetings, department meetings, and during the Instructional Lead Team (ILT) meeting we determined that Teachers and students needed to deepen their understanding of the Common Core and the modifications in the ELA content.

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,
 - b) key personnel and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) time line for implementation.

Beginning in September and continuing during the school year:

- Teachers collaborate with other teachers to observe and evaluate practice based on the shifts. Common planning time and extended day team time (Thursday) will be used to narrow and deepen the curricula and to evaluate units of study and performance tasks for alliance with the six shifts in ELA.
- Kindergarten and first grade teachers will receive professional development from the Literacy achievement coach.
- Kindergarten and first grade teachers will receive professional development from Lit Life.
- Teachers will plan during common planning time and extended day in order to narrow and deepen the curricula and to evaluate units of study and performance tasks for alliance with the six shifts in ELA, as well as the major focus of the grade.
- The ILT, which is comprised of Instructional lead teachers and supervisors, will meet weekly to evaluate progress of ELA teams in meeting the school goal. Each team will present to the ILT at least twice and assessed for progress and focus.
- Instructional leads will be selected to lead professional development sessions on the Common Core after attending network meetings.
- Principal, Dr. Fagan will attend monthly network meetings.
- Assistant principals will attend CFN meetings. .
- CIFE Professional Development
- Lit Life Professional Development
- Response to Intervention (RTI) teacher will work with K, 1 and middle school students on Foundations, Leveled Literacy Intervention (LLI) and Fountas and Pinnell leveled libraries.

- In September teachers will be given the option to select an alternate to observation offered to tenured teachers. Option A: Inquiry –based study through collaboration with teacher teams (creating /implementing units of study. Option B: Personal professional Study (deepening understanding of Danielson’s Framework.)
- In January, teachers will be required to write a midyear goal summary including documentation and analysis of student work related to the common core, revisions of rubrics and adjustments to the units of study.
- In June, teachers will be required to write an end year summary that includes documentation and analysis of student work related to the common core, revisions of rubrics and adjustments to the units of study.

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.

Strategies to increase parent involvement that are aligned to the goal:

- Monthly PTA meetings
- Monthly SLT meetings
- Coffee with the Principal meetings
- Back to school night for parents and students
- Parent workshops given by Parent Coordinator, Mrs. Seema Biordi
- School messenger phone calls
- Back to school night for parents and students
- Parent Teacher conferences
- School web site PS/IS 119.org where all relevant school information, including individual classroom teacher's communication. Web site postings can be translated into all languages.
- Information back packed home to parents from the PTA and Principal, Dr. Fagan

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 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).

PS/IS 119 will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal by:

- Funding Instructional leads
- Per Diem funds used to cover when network specialists come to support instructional lead teachers and math coach.
- Per session funds for teacher teams meetings
- Common planning time will be funded

- Extended day (SBO)
- Principal and Assistant Principals attend network meetings.
- Summer institute for Principal and Assistant Principal that supervises ELA.

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. Refer to the directions and guidance for assistance in developing your goals.

By June 2013, based on the teacher's developmental needs listed on their professional goals, school leaders will conduct two to three formative observations on each content teacher and provide feedback and professional development to support improved practices associated with designing coherent instruction (1e), and/or questioning and discussion techniques (3b), and/or using assessments in instruction (3d) evidenced by 50% of teachers implementing next steps from the feedback sessions and support.

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.
- To deepen the work using the Danielson Framework for teaching to improve teacher effectiveness written feedback was reviewed from the 2011-2012 school year. Last year we focused on questioning and discussion techniques (3b), and/or using assessments in instruction (3d). This year additional competency (1e) designing coherent instruction was added to better support teachers in determining next steps.

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,
 - b) key personnel and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) time line for implementation.

Beginning in September and continuing during the school year:

- The principal and assistant principals will develop and conduct calibrating exercises to align the Danielson's rubric.
- Teachers will develop a professional goal plan that will include aspects of at least one of the three competencies (1e, 3b, 3d.)
- Professional development opportunities will be differentiated to accommodate the needs of the teachers based on their professional goals.
- Timely feedback will be given to the teacher during a discussion with the supervisor. A memorialized letter will be provided of the discussion points and referred to on future feedback sessions.
- Interclass visitations will be provided.

- In September teachers will be given the option to select an alternate to observation offered to tenured teachers. Option A: Inquiry –based study through collaboration with teacher teams (creating /implementing units of study. Option B: Personal professional Study (deepening understanding of Danielson's Framework.)
- In January, teachers will be required to write a midyear goal summary including documentation and analysis of student work related to the common core, revisions of rubrics and adjustments to the units of study.
- In June, teachers will be required to write an end year summary that includes documentation and analysis of student work related to the common core, revisions of rubrics and adjustments to the units of study.

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Strategies to increase parent involvement that are aligned to the goal:

- Monthly PTA meetings
- Monthly SLT meetings
- Coffee with the Principal meetings
- Back to school night for parents and students
- Parent workshops given by Parent Coordinator, Mrs. Seema Biordi
- School web site PS/IS 119.org where all relevant school information, including individual classroom teacher's communication. Web site postings can be translated into all languages.
- Information back packed home to parents from the PTA and Principal, Dr. Fagan.
- School messenger phone calls
- Back to school night for parents and students
- Parent Teacher conferences

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).

PS/IS 119 will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal by:

- Funding Instructional leads
- Per Diem funds will be used to cover teachers when network specialists come to support instructional lead teachers and the math coach.
- Per session funds will be used for teacher teams meetings
- Common planning time will be funded
- Extended day (SBO)
- Principal and Assistant Principals attend network meetings.
- Summer institute for Principal and Assistant Principals.

ACADEMIC INTERVENTION SERVICES (AIS) RTI PLAN /

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	Literacy Navigator Program	Small group instruction	During school day ELL and self-contained teachers
	Achieve 3, 000/Kidbiz computer- based Literacy Program	Grades 6, 7 and 8. Computer lab with technology teacher, ICT teachers Grade 1, Computer lab with technology teacher, ICT teachers	Moring program, extended day and during the school day. During school day.
	Response to Intervention (RTI) Action Plan- Fountas and Pinnell, Foundations, Leveled Literacy Intervention (LLI)	Tier 1: Core instruction provided by the teacher Tier 2: Small group instruction Tier 3: Smaller group instruction 1:1/1:2 provided by classroom teacher or other support staff.	During school day and extended day. Saturday School Title III Morning Program
	Extended day AIS program with ELA teachers	Teachers focus on literacy as well as other academic interventions.	During extended day.

		Small group and one to one academic intervention.	
Mathematics	V Math Computer based mathematics program	Computer lab with technology teacher, ICT teachers	Early bird program, extended day and during the school day.
	Response to Intervention (RTI) Action Plan: Envisions Math, Math Journals online tasks	Tier 1: Core instruction provided by the teacher Tier 2: Small group instruction Tier 3: Smaller group instruction 1:1/1:2 provided by classroom teacher or other support staff.	During school day and extended day.
	Extended day AIS program with mathematics teachers	Small group and one to one academic intervention..	During extended day.
Science	Extended day AIS program with science teachers	Small group and one to one academic intervention	During extended day.
Social Studies	Extended day AIS program with social studies teachers	Small group and one to one academic intervention	During extended day.
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Counseling services		
	SBST	Small group and one to one counseling and/or play therapy for Kindergarten and first grade students.	During school day and extended day.
	Guidance counselor	Small group and one to one	During school day and

		counseling for students who are academically at risk.	extended day.
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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.

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

- All teachers are given professional development (PD) on a bi-monthly basis during department and faculty meetings as well as on professional development days dedicated to staff development.
- Positions are posted on the online Department of Education web site where candidates can apply.
- Student teachers from Queens College work at PS/IS 119 and are developed and mentored by a master teacher.
- Principal Fagan attends recruiting fairs during the summer.
- All new teachers are mentored by an experienced and well developed teacher.

SCHOOL-PARENT COMPACT

Our school, has implemented a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. 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;
- arranging parent meetings at 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 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;
- 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.

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.

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

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

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Charles Amundsen/Diane Foley	District 24	Borough Queens	School Number 119
School Name P.S./I.S. 119Q			

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

Principal Dr. Jeanne Fagan	Assistant Principal Tina Mavrikos-Kual
Coach type here	Coach type here
ESL Teacher Linda Balfour	Guidance Counselor Gina Lyons
Teacher/Subject Area Danis Aristy, Spanish Teacher	Parent Kim Hock
Teacher/Subject Area Dina Karialis, Kindergarten	Parent Coordinator Seema Boirdi
Related Service Provider	Other Lori Centeno, IEP/CIT
Network Leader type here	Other type here

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	2	Number of certified bilingual teachers		Number of certified NLA/foreign language teachers	
Number of content area teachers with bilingual extensions		Number of special education teachers with bilingual extensions		Number of teachers of ELLs without ESL/bilingual certification	
Number of teachers who hold both a bilingual extension and ESL certification		Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification			

D. School Demographics

Total number of students in school	900	Total Number of ELLs	56	ELLs as share of total student population (%)	6.22%
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Part II: ELL Identification Process

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

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

1. The steps that P.S./I.S. 119 follows during the initial identification of students who may possibly be ELLs are as follows. First, the parent of the student is asked to fill out the Home Language Identification Survey (HLIS) with the assistance of a pedagogue, the ELL teacher or the Assistant Principal, which includes an informal oral interview in English and in the native language if necessary. If the student qualifies he/she is given the LABR or the Spanish Lab within the first 10 days of admission. The person responsible for conducting the initial screening as well as the entire process is the licensed ESL teacher, Linda Balfour or Ms. Kual the Assistant Principal. After the student has been tested the parent or guardian is invited to attend an Orientation for Parents of English Language Learners. This is provided by Linda Balfour, the ESL teacher or Seema Boirdi the Parent Coordinator. This meeting informs the parent or guardian of ELL programs available to their child. Parents view the Parent Orientation Video for Parents and Families of English Language Learners on the DOE web site. Parent/Guardians are provided with the Guide for Parents of English Language Learners, an informative packet which details pertinent information regarding ELLs. Parents/Guardians are provided an opportunity to ask questions, and complete the Parent Assurance Survey Program Selection form, stating the preference of program for their child. Parents must identify the program they would like their child to participate in. That information is then kept in the student's files. For newly enrolled P.S./I.S. 119 students that are not new to the NYC school system an ATS report, RLAT, is used to identify student's NYSESLAT scores and the LABR scores. These scores tell us what services the students would require. Additionally we use the RLER, that show us students who are eligible to take the NYSESLAT and consequently qualify for ELL services.

2. The structures that are in place at P.S./I.S. 119 to ensure that parents understand the three program choices which are transitional bilingual education, dual language and free standing ESL, is that parents are told of these options during the enrollment process. Transitional bilingual education is where core subjects are taught in the student's native language and English with intense intensive ELL instruction. Dual language is when the students are taught half of the time in the student's native language as well as in English. Freestanding ESL is when the ESL teacher pushes in or pulls out in an English environment. After the LABR is given and students are found to be eligible for ESL services we send out the entitlement letter notifying parents of the student's eligibility for ESL services. In this letter we inform parents of the Parent Orientation that will explain the different programs that are available in the NYC DOE. We ask parents to return the parent survey and program selection form. Once we have that form we are able to monitor and assist parents in getting the student the services requested if our school cannot offer those services. We reach out to parents that have chosen a TBE/DI program if and when the program becomes available. If we get enough parents who request transitional or dual language services we will inform them that we are creating that class. The default option is bilingual education. The Parent Orientation is conducted by Seema Bioardi, the Parent Coordinator and Linda Balfour, the ESL teacher.

At the start of the school year there is a Orientation Meeting that parents are invited to attend given the Seema Biordi Parent Coordinator, and Linda Balfour the ELL teacher. At that time translators are provided for parent's in the student's native language. All three options are explained to them by Linda Balfour, the ESL teacher. Parents are given a form that asks them to check off the program that they are interested in. The form is then placed in the student's folder. In addition parents are shown a DOE video showing their

choices.

3. P.S./I.S. 119 ensures that entitlement letters are distributed and returned by mailing them to the parents or sending them home with students. Parents are asked to complete them and send them back to the school in a timely fashion. In addition parents who attend the orientation are asked to complete the forms on site. If a form is not returned the default program for ELLs is Freestanding ESL.

4. The criteria used and the procedures followed to place identified ELL students in ESL instructional programs is analyzing student data from the LAB-R and NYSESLAT scores and directly interviewing the students. Parents are consulted in their native language by teachers who speak Spanish, Polish, Russian if needed. During one to one meetings, interpretation services, in-house or on the telephone are provided to communicate with the faculty or staff. The NYSESLAT results determine if a student is eligible for continued ESL services. The continued entitlement letters are given to students within the first two weeks of school. The school provides parents with a Parent Survey Selection Form. We hold a Parent Orientation, given by the Parent Coordinator and the ESL teacher, inviting parents to come in and discuss their choice of an ESL program. We note any parents who choose a different option from Free Standing ESL and explain the DOE policy to them and provide them with a list of schools who offer the programs they need. If we get enough parents who request a TDL/DL program we create a program for those students.

5. After reviewing the Parent Survey and Program Selection forms for the past few years, the trend in program choice is the Freestanding ESL program. 99% of our parents continue to prefer the Freestanding ELL model over the Dual Language and Transitional Bilingual programs. The ELL teacher continues to monitor trends in parent choice by conducting an annual Parent Orientation and inviting parents to come in and assess their child's ELL program. Parents are informed that if there are not sufficient numbers of entitled students with the same home language and grade level that they have the option of transferring their child to another school in the district that has a transitional bilingual education program, if they choose not to transfer the child the student will remain at the school and be placed in a freestanding ESL program.

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

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs) Check all that apply	K <input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>
--	--

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	0													0

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	56	Newcomers (ELLs receiving service 0-3 years)	31	Special Education	19
SIFE	3	ELLs receiving service 4-6 years	17	Long-Term (completed 6 years)	8

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	31	3	5	17	0	10	8	0	4	56
Total	31	3	5	17	0	10	8	0	4	56

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

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
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																			

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	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: ____
Native American: ____	White (Non-Hispanic/Latino): ____
	Hispanic/Latino: ____
	Other: ____

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

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	13						4	6	9					32
Chinese							1		1					2
Russian	1													1
Bengali								1						1
Urdu														0
Arabic							2	2						4
Haitian														0
French	1													1
Korean														0
Punjabi														0
Polish							1	2	2					5
Albanian							2							2
Other	2						3	1	2					8
TOTAL	17	0	0	0	0	0	13	12	14	0	0	0	0	56

Part IV: ELL Programming

A. Programming and Scheduling Information

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

1. Instruction is delivered using the Freestanding ESL model with a pull out program for the ELL students in grades 6-8. The program models for the general education students are homogeneous. Students are grouped together based on ability. The ESL teacher separates students according to three levels- beginners, intermediate and advanced. Classes travel together as a group but separate for ELL classes. Instruction for the K students is the push-in model with the ESL and classroom teacher collaborating to identify and develop strategies to scaffold instruction for students. The students are grouped heterogeneously with varying levels of proficiency to allow the more advanced

A. Programming and Scheduling Information

students to model for the beginners.

2. The organization of the staff ensures that the mandated number of instructional minutes is provided according to proficiency levels. We have one ESL teacher who uses the Freestanding ESL model. She pulls students out of their general education classes according to their individual levels. Beginning students receive 360 minutes per week of ESL instruction. Intermediate students receive 360 minutes per week of ESL instruction. Advanced students are given 180 minutes of ESL instruction per week as well as 180 minutes of ELA instruction per week. The push-in model provides 360 minutes for Beginners and Intermediate and 180 minutes for Advanced. The ESL teacher pushes in for the Kindergarten student.

3. ELL students are given instruction in the content areas of mathematics, English, science and social studies. Students are pulled out for ELL classes during some content area classes. The ESL teacher directly works with the content area teachers to support the ELL students during the periods in which students are scheduled for content area instruction. Emphasis is placed on vocabulary recognition, differentiated small group instruction, use of manipulatives and scaffolding during content periods. Ms. Balfour attends department meetings and is given all curriculum maps for the individual students. Content area teachers are given professional development that provides strategies for teaching ELL students. Workshops are presented and strategies are turn keyed in order to maximize the instruction for the ELL population. Instruction is differentiated for the ELL student. The ELL Kindergarten program implements English language Arts skills development and content area instruction through the use of ESL methodologies to ensure that the ELL students meet the New York State standards and meet the required State proficiency levels in the LAB-R and/or NYSESLAT.

4. Native language teachers evaluate students through both an oral interview and by administering the Spanish LAB-R.

5. Instruction is differentiated for our ELL subgroups. For beginners we use the LAB-R and NYSESLAT to drive instruction. Those who are beginners are given explicit instruction in English to achieve confidence and competence. Beginners also receive computer lab time for Rosetta Stone with an emphasis in core instruction, vocabulary, pronunciation and writing. Advanced students are given the opportunity to succeed by preparing the NYSESLAT and training in the four modalities. Achieve 3,000 and Literacy Navigator are offered to our intermediate and advanced students. Intermediate students are held to the same standards as advanced students, but given more time with ESL instruction.

For our Kindergarten ELLS, we use the Teacher's College Reading & Writing Workshop model. The ESL teacher pushes in and works with small groups to reinforce teaching points. For example: letter sound identification, reviewing high frequency words, tracking print, building prior knowledge, labeling pictures for writing.

Our special education students are given more individualized attention and are asked to achieve in more tangible ways than other students. Students identified as having special needs are mainstreamed into the program as advanced, intermediate or beginner according to their ability level.

All of our ELL students including SIFE and special education students are offered Title III services.

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

6. To accelerate academic achievement and English language development specific modifications and strategies are utilized along with the New York State CCSS. Both language and content are addressed through multiple-entry points of instruction. Emphasis is on vocabulary, building background knowledge, using visuals for new concepts, and oral development for authentic learning.

7. ELL-SWD are mainstreamed with the general ELL population and follow the same program with additional modifications made for learning.

Courses Taught in Languages Other than English

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

- classes that are taught in English using books in the native language
- heritage classes

- foreign language (LOTE) classes

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

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

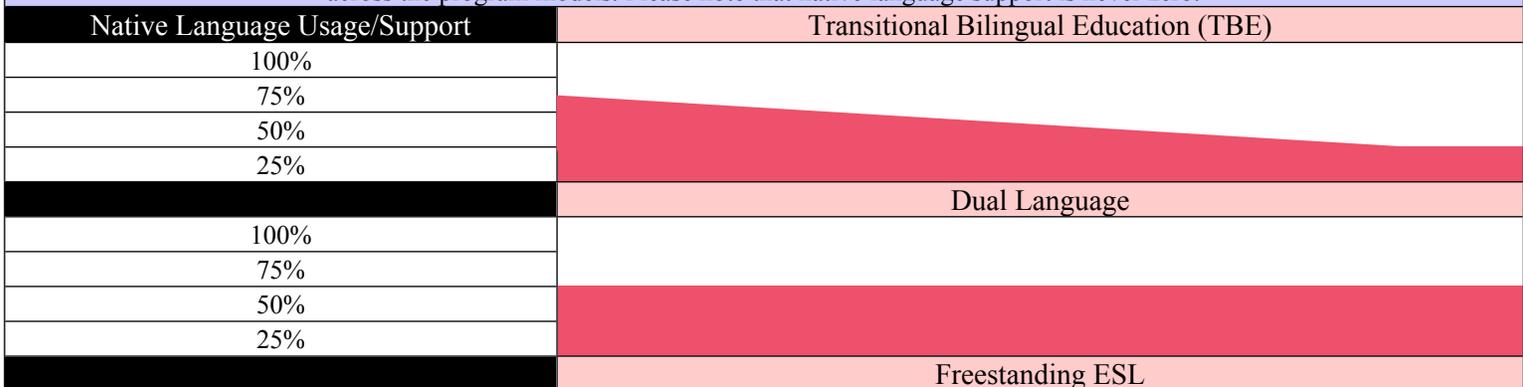
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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

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

Native Language Usage and Supports

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



100%			
75%			
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?

8. The intervention programs for the ELLs students are similar to the intervention students offered to all general education students at P.S./I.S. 119. The extended day program is offered to ELL students. Teachers monitor student's progress in individual classes. Progress reports are mailed out to parents. Many ELL students are offered extended day services to support the ELA curriculum with the ESL teacher using Rosetta Stone and Achieve 3,000. The Literacy Navigator program and Acheieve 3,000 is used for our ELL students to support them in ELA as an intervention. In addition an early bird program has been set up in the morning using the Rosetta Stone software for our ELL.

9. Once students reach proficiency on the NYSESLAT, they are noted as "FELL" former ELL. Students that have tested as proficient remain in class with the students in ESL until the following school year. Once out they are closely monitored. The classroom teacher is made aware of their presence through conferencing with the ESL teacher and review of the student data on ARIS. Guidance counselors are also asked to monitor progress made by ELL students once they are proficient.

10. P.S./ I.S. 119 is open to new programs and improvements for the upcoming school year. Currently, we are assessing our Freestanding ESL pullout program and thinking about remodeling it into a push in program with the focus on content subjects such as mathematics, social studies and science. P.S./I.S. 119 is acquiring the Rosetta Stone software program for our Title III before school program.

11. As of today we are still evaluating our current program and have no need to change or discontinue any services. No programs or services will be discontinued.

12. Ells' are afforded equal access to all programs at P.S./I.S. 119. Students are mainstreamed into the general education population and are afforded every opportunity to participate in all programs offered to students at P.S./I.S. 119. Many ELL students are offered extended day services with the ESL teacher. In addition an early bird program in the computer lab using Rosetta Stone has been set up in the morning specifically designed to give our ELL population extra assistance.

13. At P.S./I.S. 119 we use a variety of instructional materials to support the ELL population. These range from textbooks provided by Scott Foresman, Attanacio and Associates, and Oxford picture dictionaries to computer technology. The ESL and technology teachers work collaboratively in order to provide meaningful lessons incorporating technology using program such as garage band, web casts, and free webs to complete projects aligned with the ELA curriculum. For NYSESLAT preparation, our Ells' are using Empire State NYSESLAT, put out by Continental Press.

14. Native language support is delivered during the Freestanding ESL model through the ESL teacher. In addition, all students have glossaries and/or dictionaries which they use for personal and academic reference during instruction and assessment. Students of like languages are encouraged to clarify and question in their native language when necessary to comprehend concepts. Students are also encouraged to express themselves in writing in their native language.

15. Required services support and resources correspond to our ELLs ages and grade levels. Students are placed in the appropriate classes

with general education students of the same age.

16. We usually do not know who our new ELL students are until the start of the school year. Consequently, there are no activities before the start of the school year.

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

C. Schools with Dual Language Programs

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

D. Professional Development and Support for School Staff

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

1. The ESL teacher attends regional and school wide professional development opportunities. This includes monthly staff development as well as regional ELL meetings. She meets weekly with the assistant principal in order to plan and improve upon her lessons. In addition she has professional development in both the basic QTEL and CCSS QTEL. The ESL teacher is strongly encouraged to attend meetings and professional development that would directly positively impact her students and enhance her abilities as an educator.

2. The support that we give staff to assist ELLs as they transition from elementary school to middle school is that we encourage staff to be aware of signs that a student may be struggling. We encourage the staff to meet with the guidance counselors in order to get the support they may need to help the ELLs transition from one grade to the next. We offer all staff professional development in supporting the ELL in his/her classroom. There is an expectation that lessons are designed with multiple entry points for the ELL and that instruction is scaffolded to help the ELL.

3. Staff is given 7.5 hours of staff development during the professional development days specifically designed to meet these ELL requirements. Teachers provide instructional services as per the student's IEP.

E. Parental Involvement

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

1. Parents are offered many opportunities to get involved at P.S./I.S. 119. At the start of the school year, parents are invited to school to understand the instructional models that are offered at P.S./I.S.119. A monthly parent newsletter is electronically sent through DOE email and posted on echalk. Monthly Parent Teacher Association Meetings are scheduled. In addition there are bi-monthly parent workshops that address various parental concerns and issues. Parents are also invited to be a part of the School Leadership Team. Parents are offered translation services through the DOE and the school when available. There are monthly, "Coffee with the Principal" days and alternate evenings where the principal and/or assistant principals are available to speak with parents about any subject. The parent coordinator attends all meetings and is available to the parents at any time during the school day. She also encourages parent input and helps to address and alleviate their concerns.

2. There are specific workshops designed for the ELL students' parents/guardians. This year through Title III funding a Rosetta Stone software workshop will take place during the day and evening to allow parents to see what their children are working on and understand how to support them. We will also survey the parents to invite them to a parent's English as a Second Language class to help them support their children's education.

3. We evaluate the needs of the parents through being present and involved in the parents concerns and issues. Parents can bring up their needs by calling the school, during the PTA meetings, emails, and parent surveys sent out by the parent coordinator. The parent coordinator works with the parents and the school administration in order to help resolve any issues or concerns.

4. Parental involvement activities address the needs of the parents because activities are created and based upon the direct input from the parents.

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	8						2	3	3					16
Intermediate(I)	3						4	2	8					17
Advanced (A)	4	0					7	7	3					21
Total	15	0	0	0	0	0	13	12	14	0	0	0	0	54

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

NYSESLAT Modality Analysis

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

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	6	5			11
7	1	3	1		5
8	11	4	1		16
NYSAA Bilingual Spe Ed					0

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	3		5		2		1		11
7			4		2		1		7
8	5		7		1				13
NYSAA Bilingual Spe Ed									0

NYS Science

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

New York State Regents Exam

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

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

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

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

1. At P.S./I.S. 119 we use the NYSESLAT, classroom tests, portfolios, ELL periodic assessments, DY0, in house Long Term Goal assessments, Achieve 3,000 and Literacy Navigator to assess ELL students. The insights provided from the data will show us improvements or regression. This information helps inform our instruction by giving us our next steps in planning, instruction and differentiation. In Spring 2010 none of our ELL students reached proficiency in the reading and writing modalities. Consequently, our focus this year will be on differentiating instruction with a focus on reading and writing strategies.
 2. At P.S./I.S. 119 data patterns in the LAB-R and NYSESLAT exams reveal that students in grades 6 are advanced and proficient in listening and speaking and intermediate and advanced in reading and writing. For grade 7, all of our students are proficient or advanced in listening and speaking. In reading and writing students in grade seven are beginners or intermediate. None are proficient. In grade 8 the same pattern occurs where none of our ELL's are proficient in reading and writing.
 3. Patterns across NYSESLAT modalities are critical in addressing curriculum decisions. Our focus for students and teacher's professional development and programs is on addressing reading and writing strategies for our ELLs.
 4. The patterns of our NYSESLAT modalities impact our curriculum decisions because an emphasis will be placed on students' reaching proficiency in the reading and writing modalities. The ELL teacher is meeting with the Assistant Principal to plan instruction and focus on strategies that will support and scaffold instruction.
- 5.NA
6. At P.S./ I.S. 119 we evaluate our success in the ELL program by examining student outcomes in the NYSESLAT, NY State ELA and Mathematics assessments, teacher observations and student portfolios.

Additional Information
Please include any additional information that would be relevant to your LAP and would further explain your program for ELLs. You may attach/submit charts. This form does not allow graphics and charts to be pasted.
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)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01

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

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 24Q119 **School Name:** PS/IS 119, The Glendale

Cluster: 2 **Network:** 204

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.

During the first week of school, in September all students are given translations survey to take home to their parents. Parents indicate what language they wish to correspond in. Data is compiled by the main office and any information sent to parents is in their native language. Translation services are utilized whenever necessary to speak to or correspond with parents. The parent coordinator works with the ELL coordinator in order to address parent's needs in their home languages. In addition, the ESL teacher interviews each ELL student to find out the translation needs.

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

At this time we currently have students who speak the following languages: 1- French, 2 Urdu, 1 Persian, 3 Korean, 3 Russian, 3 Bengali, 3 Polish, 4 Arabic, 36 Chinese, and 85 Spanish. The results of the translation survey will be shared school wide through a memo, and discussed at Instructional Leadership Meetings and the School Leadership Team. In addition teachers are given individual information about their students' home language needs through the main office and the parent coordinator.

Part B: Strategies and Activities

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

Translation services will be provided wherever possible in-house by school staff. Currently, at least 5 staff members are literate in Spanish and 2 are literate in Polish and Russian. For all other language needs, we will use Department of Education Translation Services. Use of these services include, but are not limited to: translation of documents, home notifications and signage. In addition PS/IS 119 has a school web site, is119.org, that translates all documents into any major language. Administration, teachers and the parent coordinator post all school information on this web site and parents can view it in any language they chose.

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

For oral translations, PS/IS 119 uses in-house school staff and parent volunteers, as needed. Currently, at least 5 staff members speak Spanish. Two staff members are literate in Polish and Russian. Headsets and microphones were purchased in order to translate for parents as a group during parent meetings. In addition, we will use the Department of Education services for interpreter needs, including telephone interpretation.

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

The school fulfills Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services in the following ways:

- Regular and timely revisions of translated documents are given to parents/guardians.
- During one-on-one meetings, interpretation services, In-house or on the telephone, are provided to communicate with the faculty or staff.
- Parents receive a copy of the Bill of Parents Rights and Responsibilities in their native language.
- The Student Discipline Code will be made available to parents in their native language.
- Signs in different languages will be placed at the entrance to the school, in the main office, guidance office, dean's office and Assistant Principals' offices. Signs will include: welcome, interpretation services and translation of document services. In addition, DOE available

services will be used as needed.

All documents are translated on the school web site and given to parents in the language required.

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: PS/IS 119	DBN: 24Q119
This school is (check one): <input type="checkbox"/> conceptually consolidated (skip part E below)	
<input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input checked="" type="checkbox"/> Before school <input type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 31
Grades to be served by this program (check all that apply): <input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 1
of certified ESL/Bilingual teachers: 1
of content area teachers: 0

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:

In order to provide ELLs, SWDs and at-risk students with additional instructional and student support programs, we have supplemented our ESL program with our before school early bird morning program so that our students have greater access to CCLS and our parents have a clearer understanding of the ways in which they can help support the achievement of the goal.

Our school carefully monitors the effectiveness of these programs/instructional strategies/activities along with the coordination and integration of this program. These services including programs supported by NCLB are coordinated to ensure that there are no duplication of services and to ensure equity and access so that all eligible students (including students in targeted subgroups SWDs, ELLs, Homeless, SIFE, etc.) are provided with services to expedite their progress towards meeting this annual goal and state assessments.

The Title III program is an early bird program that will begin before school at 7:15 am. The type of activities will include: acquiring ELL skills through use of technology and direct ELL instruction. The program will be offered to all of our participants (kindergarten, grade one, grade six, seven and eight ELL students). Groups of beginners, intermediates, advanced and elementary students will be assisted by the ESL teacher. Group size will not exceed five in a group with a total of twenty students in all. The program is individualized, based on the student's needs that will be aligned to the level of the computer program. The program will be offered three times a week by a licensed ESL teacher for a total of 20 weeks. It will begin in October and end mid-March. The ESL teacher will monitor the students' progress and offer them assistance as required. The language of instruction will be English.

The rationale of why we are using this program is that it is research-based and has an excellent reputation in developing ELL skills while using technology. Our past experience with computer programs (V-math, Achieve 3000, Rosetta Stone) have shown increases in student achievement for our ELL population. Activities include comprehension skills, mathematics skills, language skills while utilizing technology that keeps students focused and interested. The Rosetta Stone software design offers differentiated instruction that is ideal for our beginner, intermediate and advanced groups.

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

Part C: Professional Development

- topics to be covered
- name of provider

Begin description here: Professional Development is focused on working with the ELL students and using data to differentiate instruction. All teachers that work with our ELL students will be trained to use ELL data and strategies during instruction.

The PD within this section will be offered to and will be attended by the ESL provider and general education teachers who support the work in the classroom. All PD opportunities will be offered by in-house providers or ESL liaisons appropriated by CFN 204. The schedule of professional development is as follows:

1. October (First of a series): CFN 204 Network Meeting on strategies to improve academics for ELLs (8:30 - 11:30).
2. November: RtI Training for Ell students (Faculty meeting).
- 2.November: Achieve 3000 professional development for teachers working with ELLs (45 minutes).
3. November: Training on Rosetta Stone (Department meeting).
- 3.Weekly common planning meetings- Accessing multiple entry points in the units of study for ELLs (42 minutes). The ELL provider will meet with the gr. 8 gen ed ELA teachers to discuss curriculum and access for ELLs.
4. December: Network 204 ELL liaison meeting with teachers to discuss strategies in the classroom (Dept. meeting).
- 6.April: Supporting our students in preparing for the NYSESLAT (Faculty Meeting)

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: Outreach for parent involvement will take place throughout the year (approximately seven sessions - 1 hour each) through parent workshops offered by the parent coordinator. Workshops will include review of the Common Core State Standards, curriculum review and online software training that can be accessed at home or facilities other than school. Parents will be notified through back packed letters, the school web site, www.psis119.org, that has translation services

Part D: Parental Engagement Activities

available in all languages. In addition the Parent Coordinator, Seema Boiardi will reach out to targeted parents.

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 	\$6,022.80	Per session for morning program using computer programs: Achieve 3000, Rosetta Stone, Vmath) (2 teacher x 60 sessions x 1 hour x 50.19). One ESL and one general edu. teacher will team teach during this time with one concentrating on ELL strategies and the other teacher concentrating on content.
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	\$874.06	Paper to be used during the morning program (274 @ \$3.19 a ream)
Educational Software (Object Code 199)	\$4,300	Purchase of Rosetta Stone license (35 @ \$122 per license)
Travel		
Other		
TOTAL	\$11,196.86	

