



**Department of
Education**

Dennis M. Walcott, Chancellor



**2012-2013
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

SCHOOL NAME: P.S. 119

DBN: 08X119

PRINCIPAL: LYDIA TYNER

EMAIL: LYNER@SCHOOLS.NYC.GOV

SUPERINTENDENT: TIMOTHY BEHR

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Name	Position and Constituent Group Represented	Signature
Lydia Tyner	*Principal or Designee	
Erick Kruse	*UFT Chapter Leader or Designee	
Beatrice Alonso	*PA/PTA President or Designated Co-President	
n/a	DC 37 Representative, if applicable	
n/a	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
n/a	CBO Representative, if applicable	
Sandra Mohabir	Member/ Parent	
Fiordelys Diaz	Member/ Parent	
Sandra Cancel	Member/ Parent	
Gina Marcasciano	Member/ Teacher (Chairperson)	
Joan Giardina	Member/ Teacher	
Sarah Boxer	Member/ Teacher	
Kelly Fernandez	Member/ Teacher	

** 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.

- Development and adoption of protocols for reviewing student work.
- Monthly newsletter with focus on instructional excellence and shared ideas.
- Professional development during in-service days (Opening days, Chancellor’s Day).
- Monthly Inquiry meetings to investigate and assess the effectiveness of differentiated strategies for identified subgroups
- Grade leader meetings to assess the effectiveness of, and implement new strategies for, working with students
- Monthly School Leadership Team Meetings

Strategies to increase parental involvement

- SLT meetings
- Monthly grade level family workshops, Back to School Days, Interim Progress Reports, Fun and Learning Family Night, PS119.net Website, Mid-Year Mathematics and ELA Assessment Meetings (MYRA, MYMA), ELLA funded performances, Science Fair Parent Workshops and open access evening, Talent Show, Ballroom Breakfast, Robo calls.
- Monthly assemblies for student of the month, attendance and most improved students

Strategies for attracting Highly Qualified Teachers (HQT)

- A high percentage 98% of teachers at P.S. 119 are rated Highly Qualified as per the NYS report card,
- P.S. 119 has a very high retention rate, with a 9% turnover rate as per the NYS report card
- Coach Support and mentoring systems in place for new teachers
- Ongoing professional development for all teachers
- Grade level meetings and collaborative planning time

Service and program coordination

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

Budget and resources alignment

- Textbooks for coherent curriculum, OTPS Title I SWP, Title III, TL FSF
- General Supplies, Title I, UPK, TL FSF, Title III Immigrant
- Hardware, NYSTL, Title 1,
- Software, NYSTL
- Literacy and Math Coach, Testing Coordinator, Technology Staff Developer, Title I SWP, TL FSF,
- 2 AIS Teachers, FSF
- 4 SETTS Teachers, FSF
- IEP Teacher
- Character Education Teacher FSF

- 3 ESL Teachers FSF, Contract for Excellence
- Non-Contractual Services, Title I, TL CFN Support
- Per Diem, Title I SWP
- Per Session, Title 1, ARRA RTTT, Citywide Instructional Expectations, Data Specialist, TL Translation Services
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ANNUAL GOAL #3 AND ACTION PLAN

Annual Goal #3

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Comprehensive needs assessment

- Students with IEPs did not make adequate yearly progress
- African American students did not make adequate yearly progress
- Approximately half of our students, grades K-5, are not meeting grade level standards
- To increase level of progress of third and fifth grade to match that of the fifth grade
- Level four students did not progress as well as other students

Instructional strategies/activities

- Teams will develop, implement and analyze results of challenging learning tasks aligned to the Common Core Learning Standards
- **Inquiry and grade level teams will meet regularly to discuss the progress of all students, particularly identified subgroups**
- **Curriculum maps will continue to be updated with rigorous learning tasks aligned with the CCLS**
- **Coaches will attend and turnkey professional development from network 607literacy labs**
- **Staff representative attends monthly CCLS meetings and turn keys**
- **Grade level teams meet weekly for Common Planning**
- **Faculty meetings and grade meetings will be used for sharing and feedback regarding units of study and learning tasks**
- **Each grade level will be represented on a school – wide teacher – lead Units of Study team**

Strategies to increase parental involvement

- SLT meetings
- Monthly grade level family workshops, Back to School Days, Interim Progress Reports, Fun and Learning Family Night, PS119.net Website, Mid-Year Mathematics and ELA Assessment Meetings (MYRA, MYMA), ELLA funded performances, Science Fair Parent Workshops and open access evening, Talent Show, Ballroom Breakfast, Robo calls.
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ANNUAL GOAL #4 AND ACTION PLAN

Annual Goal #4

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- Comprehensive needs assessment**
- Students with IEPs did not make AYP in 2011-2012 but gains and improvements were made
 - The majority of students with IEPs were moved out of bridge classes to less restrictive classes in both ICT and general education. These students appear more confident now in their academic work and social connections
 - Students with IEPs are being given access to the least restrictive environment
 - Students with IEPs are being given more access to their grade level curriculum
 - Students with IEPs are a subgroup that is categorized as in needs of improvement

- Instructional strategies/activities**
- The full continuum of services is being utilized to provide special education services to students
 - ✓ Creation of more ICT classrooms on each grade
 - ✓ K-2 bridge class in the lower grades created based on assessing current students' needs
 - ✓ 3-5 bridge class in the upper grades created based on assessing current students' needs
 - ✓ SETSS services offered to students with IEPs in ICT classes
 - The majority of students were moved from bridge classes to a less restrictive setting of ICT or general education
 - Tier 1 and 2 strategies are being utilized for students with IEPs
 - Weekly character education assemblies give students strategies for being positive and productive members of the community
 - School wide use of PBIS to encourage use of strategies taught at character education assemblies
 - Work with Teachers College Inclusive Classrooms Project (TCICP) to increase differentiated learning strategies and activities
 - Monthly Phase All steering committee meeting monitor and revise implementation of Phase All initiatives

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- School wide use of PBIS to encourage use of strategies taught at character education assemblies
- Work with Teachers College Inclusive Classrooms Project (TCICP) to increase differentiated learning strategies and activities
- Monthly Phase All steering committee meeting monitor and revise implementation of Phase All initiatives
- PBIS program will be implemented fully to provide additional learning activities for children requiring social behavioral support

Strategies to increase parental involvement

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ACADEMIC INTERVENTION SERVICES (AIS)

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

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

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	58	58	N/A	N/A			3	
1	83	83	N/A	N/A	1		4	
2	90	63	N/A	N/A	3		1	1
3	52	52	N/A	N/A	2			1
4	97	97			5		1	2
5	88	88			5		3	1
6								
7								
8								
9								
10								
11								
12								

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

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

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.

A high percentage of teachers at P.S. 119, 98%, are rated Highly Qualified. P.S. 119 has a very high retention rate, with a 7% turnover rate as per the NYS report card. Coach Support and mentoring systems in place for new teachers Ongoing professional development for all teachers provides an environment of collaboration and professional support. Grade level meetings and collaborative planning time supplement network and central professional development offerings.

**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

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 with 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 promptly 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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

Cluster Leader/Network Leader Jose Ruiz/ Elmer Myers	District 08	Borough Bronx	School Number 119
School Name P.S. 119			

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

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

C. Teacher Qualifications [i](#)

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

Number of certified ESL teachers	6	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	2		

D. School Demographics

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

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

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

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

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

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

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

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

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

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input 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	Total #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained	0	2	2	1	0	0								5
Push-In	7	5	5	5	5	6								33
Total	7	7	7	6	5	6	0	0	0	0	0	0	0	38

B. ELL Years of Service and Programs

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

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

ELLs by Subgroups									
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	

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

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

C. Home Language Breakdown and ELL Programs

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

Dual Language (ELLs/EPs)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP								
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: ____

Hispanic/Latino:

Native American: ____

White (Non-Hispanic/Latino): ____

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	35	41	14	19	13	11								133
Chinese	1	1												2
Russian														0
Bengali	12	9	10	12	11	7								61
Urdu	1													1
Arabic	1	7	13	1	1	4								27
Haitian														0
French	1													1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	1			2	2									5
TOTAL	52	58	37	34	27	22	0	230						

Part IV: ELL Programming

A. Programming and Scheduling Information

A. Programming and Scheduling Information

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

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

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

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

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

A. Programming and Scheduling Information

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

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

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

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

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

Courses Taught in Languages Other than English ⓘ

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

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

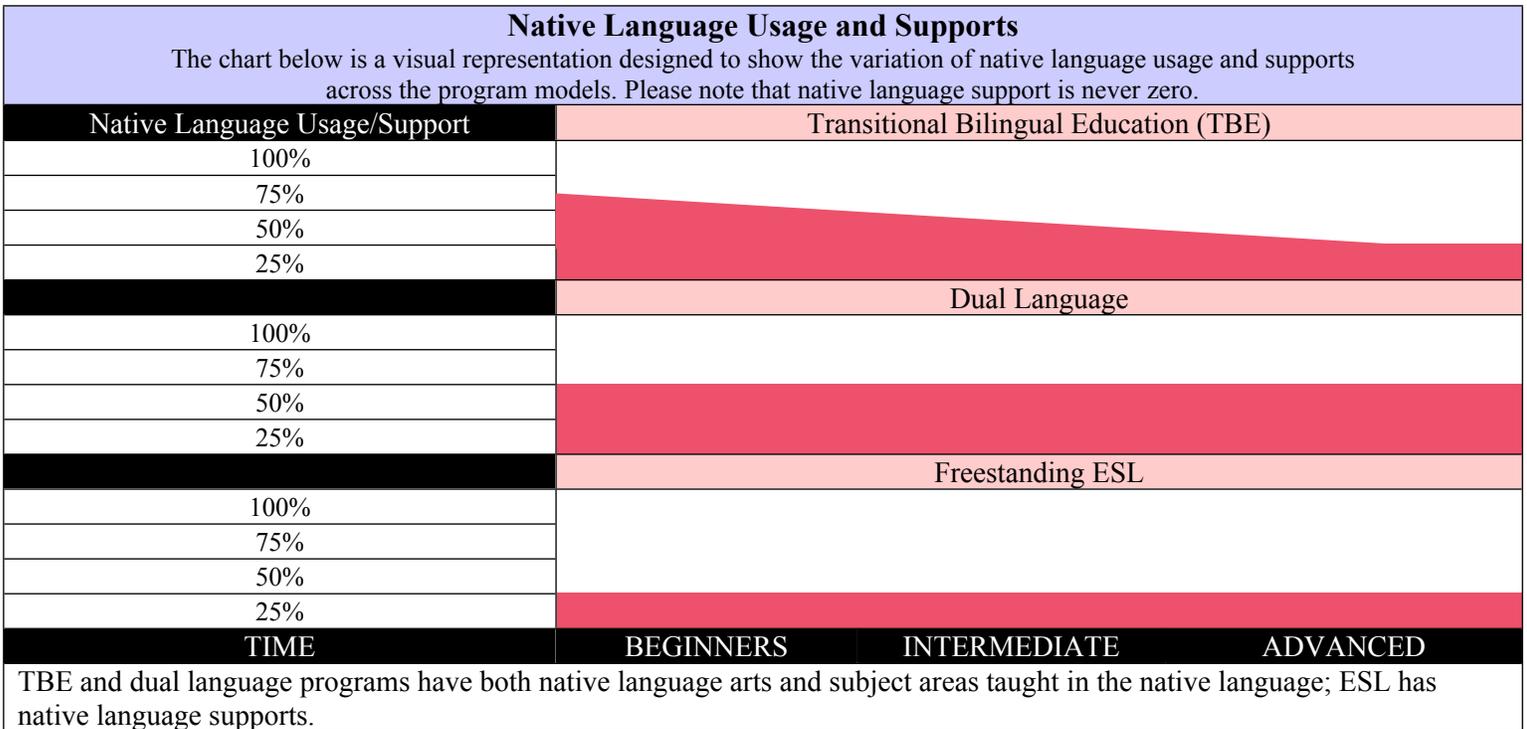
Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts				
Social Studies:				
Math:				
Science:				

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NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



B. Programming and Scheduling Information--Continued

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

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

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

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

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

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

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

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

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

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

Our professional development plan for all ELL personnel includes seminars at QTEL, the Academic Writing Institute, Teaching American History Institute, Touro College - Writing as Learning, and programs offered by BETAC. Classroom mentoring in reading instruction includes demonstration lessons, fishbowls, inter-class observations and conferences. Our ELL teachers use their common planning period for professional development and curriculum mapping on the first Thursday of each month. Our Network ELL Instructional Specialist provides support and guidance to strengthen our ELS department.

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

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

E. Parental Involvement

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

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

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

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

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

Part V: Assessment Analysis

A. Assessment Breakdown

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

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

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

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
	A		4	11	24	12	14							
	P	0	0	1	0	1	0							

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	5	0	0	0	5
4	8	9	3	0	20
5	7	11	0	0	18
6					0
7					0
8					0
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	4		1		0		0		5
4	7		9		10		0		26
5	4		8		8		0		20
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	7		8		6		1		22
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
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	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

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

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

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

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

On the other hand, instruction for Intermediate and Advanced ELLs is more student-driven. Oral language at these levels is enhanced by practicing comprehension skills, allowing for more open-ended responses, high-order thinking, and by encouraging collaborative learning within groups. We also use Reader's Theatre in the classroom (scripts from many different genres and content areas) to concentrate on developing all the language modalities. One of the programs, Building Fluency through Reader's Theatre, also allows the students to see themselves as successful readers more support in literacy skills. Literacy concepts are initially learned through shared and guided reading and writing, which enables ELLs to internalize literacy strategies and to become more independent readers and writers. Graphic organizers assist to scaffold and highlight important concepts and to acquire the academic language necessary to function in the mainstream classroom. Also, they help to activate and build a stronger background knowledge base, sometimes lacking with the ELL population. Journal writing, mini-lessons on writing and revising text, and frequent opportunities for independent writing and conferencing serve to address the needs of our ELLs. Again, learning how to write in a second language is quite a challenging task.

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

Additional Information

Please include any additional information that would be relevant to your LAP and would further explain your program for ELLs. You may attach/submit charts. This form does not allow graphics and charts to be pasted.

Part VI: LAP Assurances

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

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

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

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

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

Part A: Needs Assessment Findings

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

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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

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

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

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

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 119	DBN: 08X119
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 checked="" type="checkbox"/> Other: Reduced Class Size and/or Push-in services
Total # of ELLs to be served: 100
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input checked="" 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: 13
of certified ESL/Bilingual teachers: 9
of content area teachers: 4

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:

Last spring we recognized a need for more in-depth instruction of our Beginner ELLs, as this segment of the ELL population was growing and required an additional focus in the curriculum. We purchased Imagine Learning, a language and literacy software program designed for English Language Learners. It provides strategic language support in many different areas: developing emergent literacy skills, strengthening phonemic awareness, learning to recognize and read sight words, etc. Imagine Learning provides unique features for the students to learn reading and listening skills, to develop their oral language, and to build comprehension. This software program is used both to reduce class size, as well as push-in tool for some of the classes. For example, in the self-contained ELL classes, the teacher has an Imagine Learning group for Beginners; this group will work on the program 3 -4 periods a week. The push-in teachers will also oversee the program in various classrooms. Each Beginner group is approximately 5 students. The classes that are using the program are on an individual schedule. The ESL providers are: Gr K and 1: Ms. Wilson; Gr 1: Ms. Silletta and Ms. Esses; Gr 1 and 2: Ms. Giardiana; Gr 2: Ms. Figueroa and Ms. Bunn; Gr 3: Ms. Barrios and Ms. Piro; Gr. 4: Ms. Rahman and Ms. Piro; Gr. 5: Ms. Ambrogio and Ms. Piro.

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

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

The program will take place from December to May for 16 sessions from 8:30 - 12:00 for 3.5 hours each session. The three instructional hours are preceded by a half-hour planning period where the teachers review that day's plans and prepare for the lesson. A supervisor is present to maintain a safe environment and to ensure quality instruction. The supervisor is there before and after each session to provide a safe drop-off and pick up of students by parents.

Types of curricular materials (for all groups) include Amazing English, Time for Kids, and Finish Line for ELLs (English Proficiency Practice). For the 3rd - 5th grade classes, they will use Read-Reason-Write (reading and writing strategies that are based on non-fiction passages), Finish Line Comprehension Skills (a series that emphasizes various reading strategies), and Reader's Theatre, a program that builds

Part B: Direct Instruction Supplemental Program Information

fluency and content area knowledge through Social Studies.

Part C: Professional Development

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

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

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

Several ESL teachers also attended a "Reading and Writing Non-Fiction Instructional Implications for ELLs" workshop which highlighted many different strategies for integrating non-fiction into the classroom. The instructor provided different ways to allow the ELLs access to this sometimes dense material.

Other staff responsible for delivery of instruction received site-based staff development throughout the school year from the Instructional Coaches. Some of these sessions included:

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

Part D: Parental Engagement Activities

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

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

Begin description here: PS 119 has always reached out to the parents of ELLs to build a bridge between language and cultural divides. We have worked hard at establishing a partnership which supports the progress of our students. This initiative includes several different areas:

-Family Workshops - Lourdes Flores, the Parent Coordinator, conducts grade-level workshops for the parents to learn about helping their children with homework skills, and reinforcing the reading, writing,

Part D: Parental Engagement Activities

and math that is taught in the classroom. She also includes topics on the ELA and Math Assessments. The ESL staff will include a session on the NYSESLAT. Parents who participate in these workshops will receive a resource packet with activities for use at home with their children.

-Family Fun and Learning Night

-Pre-K Culture Club

-ELL Parent Conference at Columbia University

-We have also partnered with the NYC Department of Education to provide free ESL classes for our ESL parents, who greatly enjoy these sessions. We evaluate the parents' language needs through Parent Association surveys and discussions.

-This year Ms. Flores is organizing a GED workshop for parents to be able to earn their certificates.

-The families are notified of these events through bilingual flyers, mailings, and through the PA and the Parent Coordinator. Bengali, Spanish, and Arabic parents are also available to translate these communications.

Part E: Budget

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

Allocation Amount: \$29064

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

Part E: Budget

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

Allocation Amount: \$29064

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
(Object Code 199)		
Travel		
Other		
TOTAL		