



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014

COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

School Name: PS 119 - THE AMERSFORT SCHOOL
MAGNET SCHOOL OF GLOBAL & ETHICAL STUDIES

DBN (i.e. 01M001): 22K119

Principal: LISA J. FERNANDEZ

Principal Email: LFERNAN5@SCHOOLS.NYC.GOV

Superintendent: DR. R. FARKAS

Network Leader: Ms. L. GIGOUX

School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Lisa Fernandez/Barbara Snow	*Principal or Designee	
Gail Gill	*UFT Chapter Leader or Designee	
Arthur Johnson	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Mary Moran	Member/ teaacher	
Jackie Sullivan	Member/ teacher	
Melissa Brownfeld	Member/ teacher	
Elaine Diaz	Member/ teacher	
Ms. Tempow	Member/ parent	
Mr. Clarke	Member/ parent	
Ms. Phillips	Member/ parent	
Mrs. Smith	Member/ parent	
Ms. Zaragoza	Member/ parent	
	Member/	

Signature of constituent only indicates participation in the development of the SCEP, not approval. **Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

Guidance for Developing and Completing the Annual Goals and Action Plan Section

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- 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, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed	
	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
	Academic Intervention Services (AIS)
	Title I Plan (Only for schools receiving Title I funding)
	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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 2014 100% of teachers will demonstrate improved levels of student engagement and rigorous instruction as evidenced by movement of at least 1 level according to the Danielson Rubric as a result of formal and informal observations

Comprehensive Needs Assessment

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

In accordance with the continued development of rigorous CCSS aligned instruction P.S.119 will work toward the goal of preparing all student, including ELL and students with disabilities, for college and career readiness. Teachers will work collaboratively to create cognitively demanding learning experiences in their classrooms every day.

Based on analysis of the achievement on formal and informal assessments and the learning needs of all students we are mandated to continuously refine and revise a collaborative approach to a Common Core aligned curriculum, assessments, and teacher resources in keeping with the newest, higher NYSCC standards.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Network Curriculum meetings,

B. Key personnel and other resources used to implement each strategy/activity

1. Lead teachers, classroom teachers, Network Achievement Liaison, Professional Practice Framework, School Administration, Parents/Guardians

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Identify lesson checks for understanding, unit imbedded and culminating assessments and their impact on formal and informal assessments

D. Timeline for implementation and completion including start and end dates

1. November 2013-June 2014

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Vertical Team meetings, Horizontal Team meetings

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).

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

1. holding an annual Title I Parent Curriculum Conference;
2. hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
3. encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
4. supporting or hosting Family Day events;
5. establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
6. hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
7. encouraging more parents to become trained school volunteers;
8. providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
9. developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
10. 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

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.										
x	Tax Levy		Title IA	x	Title IIA	x	Title III		Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.										

Goal and Action Plan #2

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 2014 100% of teachers will engage in horizontal and vertical teams to create Units of Study that ensure instructional consistency and embedded coherent school wide instructional and assessment policies as evidenced by student improvement by at least 1 level according to established CCLS aligned 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.
<ol style="list-style-type: none">1. P.S.119 will work toward the goal of preparing all students, including ELL and students with disabilities, for life after high school. Teachers will work collaboratively to create cognitively demanding learning experiences with embedded checks for understanding in their classrooms every day.2. We are mandated to continuously refine and revise a collaborative approach to a Common Core aligned curriculum, assessments, and teacher resources in keeping with these newest, higher standards.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
1. Strategies/activities that encompass the needs of identified subgroups
<ol style="list-style-type: none">1. Weekly Collaborative Inquiry meetings, teacher leader for inquiry meetings, specific, identified areas to study through the inquiry process and will study student achievement2. Danielson training3. Teacher Talent & Effectiveness Liaison professional development trainings4. Network-based training5. GoMath & ReadyGen training
2. Key personnel and other resources used to implement each strategy/activity
<ol style="list-style-type: none">3. Lead teachers, classroom teachers, Network Achievement Liaison, Professional Practice Framework, School Administration, Parents/Guardians
4. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
<ol style="list-style-type: none">1. Development of Units of study.2. Student outcomes on embedded tasks and culminating unit assessments
5. Timeline for implementation and completion including start and end dates
<ol style="list-style-type: none">1. By June 2012, 100% of teachers will engage in collaboration and the inquiry process amongst teachers on the grade levels and across grades/disciplines for unified grade planning, instructional consistency on and across grades, and coherent school-wide and grade-wide grading policies.
6. Describe programmatic details and resources that will be used to support each instructional strategy/activity
<ol style="list-style-type: none">1. Calendar change Professional Development days2. Weekly extended day conferences3. Common planning prep periods4. Instructional teacher partner periods

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).

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

1. holding an annual Title I Parent Curriculum Conference;
2. hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
3. encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
4. supporting or hosting Family Day events;
5. establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
6. hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
7. encouraging more parents to become trained school volunteers;
8. providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
9. developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
10. 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

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy	Title IA	x	Title IIA	x	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #3

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 2014 all students in grades K-5 will engage in completing a minimum of two project based learning units of study and two complex tasks that ask them to read and analyze informational texts and data to develop an opinion and argument as evidenced by improved performance by moving at least one level on a rubric from the pre- assessment level to the culminating task according to grade level standards.

Comprehensive Needs Assessment

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

In accordance with the continued development of rigorous CCSS aligned instruction P.S.119 will work toward the goal of preparing all student, including ELL and students with disabilities, for college and career readiness. Teachers will work collaboratively to create cognitively demanding learning experiences in their classrooms every day.

Based on analysis of the achievement on formal and informal assessments and the learning needs of all students we are mandated to continuously refine and revise a collaborative approach to a Common Core aligned curriculum, assessments, and teacher resources in keeping with the newest, higher NYSCC standards.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

1. Strategies/activities that encompass the needs of identified subgroups

1. Rainforest Alliance, The Chocolate Project, Making Meaning, Heartwood Ethics, Go Math, Leveled Literacy Intervention, Reading Recovery, Family ELA, Saturday ELL Intervention Program, Academic Intervention, Teachers will formulate literacy tasks with rubrics aligned to CCSS, Access Code, Soar to Success, Rourke Non-fiction Skill Builders, Quick Reads
2. Network Curriculum meetings,

2. Key personnel and other resources used to implement each strategy/activity

3. Lead teachers, classroom teachers, Network Achievement Liaison, Professional Practice Framework, School Administration, Parents/Guardians

4. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

- 1. Development of Units of study.
- 2. Student outcomes on embedded tasks and culminating unit assessments

5. Timeline for implementation and completion including start and end dates

- 1. September 2013-June 2014

6. Describe programmatic details and resources that will be used to support each instructional strategy/activity

- 1. Vertical Team meetings, Horizontal Team meetings, Rainforest Alliance teacher training, The Chocolate Project teacher training

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).

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

- 11. holding an annual Title I Parent Curriculum Conference;
- 12. hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- 13. encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- 14. supporting or hosting Family Day events;
- 15. establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- 16. hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- 17. encouraging more parents to become trained school volunteers;
- 18. providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- 19. developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- 20. 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

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy	Title IA	x	Title IIA	x	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #4

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 #4

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

1. Strategies/activities that encompass the needs of identified subgroups

- 1.
- 2. Key personnel and other resources used to implement each strategy/activity**
- 3.
- 4. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
- 1.
- 5. Timeline for implementation and completion including start and end dates**
- 1.
- 6. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
- 1.

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).

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.						

Goal and Action Plan #5

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 #5

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

- 1. Strategies/activities that encompass the needs of identified subgroups**
- 1.
- 2. Key personnel and other resources used to implement each strategy/activity**
- 3.
- 4. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
- 1.
- 5. Timeline for implementation and completion including start and end dates**
- 1.
- 6. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
- 1.

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).

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	Tax Levy		Title IA		Title IIA		Title III		Set Aside		Grants
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List any additional fund sources your school is using to support the instructional goal below.

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Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. 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.

Description

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

**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

- 6. All elements of the *All Title I Schools* section must be completed*.
- A. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- B. Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

Indicate with an "X" your school's Title I Status.			
X	School Wide Program (SWP)		Targeted Assistance (TA) Schools
			Non-Title I

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
All staff members are currently highly qualified, P.S. 119 will support ongoing professional improvement by: 1. Structuring teacher support for the development/refinement of instruction and assessment according to identified teacher request, teacher need, and student need.

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
Ongoing Curriculum PD offerings Network principal, assistant principal and curriculum specific PD workshops Teacher team CCSS aligned unit development meetings Teachers will develop extended response questions and assign complex questions as part of the daily lessons and evening home practice.

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <u>the intent and purpose</u> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
1. Classroom and cluster teaching positions 2. Morning ELL support program 3. Family Orientation 4. Family CCSS curriculum meetings 5. Saturday ELL academy Student Support Initiatives - AIS, BRIC Partnership, Schubert Therater Partnership, Trip funding, School Supply support,

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).
The following activities support the transition of Preschool Students: 1. P.S. 119 applicant family tours 2. Kindergarten open school visits 3. New K parent orientation 4. Parents Association welcome meeting 5. Record and case review 6. Pre-K articulation meetings with the principal

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
1. Teacher teams create and utilize standards-based assessments and rubrics to inform classroom level decisions after each unit.

2. Teachers utilize structures for gathering assessment data that include ongoing checks for understanding during the natural flow of daily instruction, recording close observations of students to track progress of data-defined student needs, engaging students in self- and peer-assessment, and implementing dynamic interventions that are finely tuned to students' ongoing progress
3. School leaders collect and analyze school-wide assessment data, such as Fountas and Pinnell reading levels and students' writing samples, and identify students in need of additional support in English language arts and math. These practices have led to collaborative decision-making and shared responsibility among all of the school's stakeholders toward the school-wide goal to advance student achievement

TA Schools Only

Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.

TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required 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 Parent Coordinator monthly events
- 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 CCSS workshops
- Providing instructional materials for parents;
- hosting events to support men asserting leadership in education for their children
- encouraging more parents to become trained school volunteers;
- providing a syllabus and written and verbal progress reports that 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;

P.S. 119 SCHOOL-PARENT COMPACT

REQUIRED OF ALL SCHOOLS

MAY BE LAST YEARS BUT MUST BE UPDATED

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

District 22	Borough Brooklyn	School Number 119
School Name Amersfort		

B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal Lisa Fernandez	Assistant Principal Barbara Snow
Coach type here	Coach type here
ESL Teacher Victoria Romanov	Guidance Counselor Regine Millien
Teacher/Subject Area Pam Gordon	Parent type here
Teacher/Subject Area type here	Parent Coordinator Bernadette Slack
Related Service Provider Kim Rivera	Other Gail Gill
Network Leader(Only if working with the LAP team) 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 currently teaching in the ESL program.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	420	Total number of ELLs	33	ELLs as share of total student population (%)	7.86%
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Part II: 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 (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Pull-out		1	1	1	1	1								5
SELECT ONE														0
Total	0	1	1	1	1	1	0	0	0	0	0	0	0	5

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	33	Newcomers (ELLs receiving service 0-3 years)	3	ELL Students with Disabilities	30
SIFE	0	ELLs receiving service 4-6 years	4	Long-Term (completed 6+ years)	0

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

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	29			4			0			33
Total	29	0	0	4	0	0	0	0	0	33

Number of ELLs who have an alternate placement paraprofessional:

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
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish		1	1	1	2	1								6
Chinese		0	0	0	0	0								0
Russian		0	0	0	0	0								0
Bengali		0	0	1	0	0								1
Urdu		2	2	1	0	0								5
Arabic		2	0	1	1	0								4
Haitian		0	2	4	5	1								12
French		1	1	0	0	3								5
Korean		0	0	0	0	0								0
Punjabi		0	0	0	0	0								0
Polish		0	0	0	0	0								0
Albanian														0
Other														0
TOTAL	0	6	6	8	8	5	0	0	0	0	0	0	0	33

Part III: Assessment Analysis

Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)		0	0	1	2	2								5

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)		4	0	2	2	0								8
Advanced (A)		2	6	5	4	3								20
Total	0	6	6	8	8	5	0	0	0	0	0	0	0	33

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	7	3	1	0	11
4	5	1	0	0	6
5	9	1	1	0	11
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	7		6		0				13
4	6		1		2				9
5	9		1		0		1		11
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	0		4		3		2		9
8									0
NYSAA Bilingual (SWD)									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 Foreign Language				
Government				
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								

After reviewing and analyzing the assessment data, answer the following:

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

1. PS 119 uses DRA, WRAP, Fountas and Pinnell as early literacy skill assessments for all students as well as teacher observation and teacher made assessment. The results of these tests drive all of our instructional decisions. We use the data to plan appropriate instruction for the entry level of the students in each curriculum area. During common planning periods, the ESL teacher meets with classroom teachers to discuss and analyze individual students conference notes, strengths and weakness will be addressed. Classroom teacher will share data binders with ESL teacher.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
An analysis of LAB-R and NYSESLAT results for the school showed that majority of ELLs in early grades (K-2) are at the Intermediate and Advanced levels of of proficiency. ELLs in grades 3-5 scored a mixed levels of proficiency from Beginner, Intermediate to Advanced. An examination across proficiency levels and grades indicate that students' weakest modalities are reading and writing. We were able to determine from NYSESLAT scores for the four modalities (listening, speaking, reading, and writing) that across grade levels our students' strongest modalities were listening and speaking and their lowest scores were in reading.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAQ tool](#))

The implications of these results for our school's LAP are varied. We will utilize ongoing assessment of ELLs to drive instructions. Students will be placed in flexible groups based on assessment used to address students' needs, different learning styles and diverse linguistic backgrounds. The Writing Workshop model is used to assist students to achieve state-designated level of English writing proficiency for their grade. A portfolio for each student where reading response and writing samples are collected will ve assessed periodically to insure each student's growth in proficiency level. The implications for instruction are as follows: classroom teachers will continue daily instruction of writer's workshop and month by month phonics. ESL instruction will include activities that enhance writing and expression such as journal writing, guided reading and writing, process writing, modeling and shared reading and writing, language experience approach, students' response to literature, peer tutoring and the use of technology to publish students' work.

4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?
 4. a. Most of our students across all English proficiency levels and grades are allowed to take content area exams in their native language (translated versions). Our scores indicate that those students taking tests in their native language scored higher than they would if they were taking tests in English only when proficient in the native language. However, the students are given a choice of the language they want to be tested in. They are given an opportunity to have two identical booklets on their tables, one in English and the other one in their native language. If we do not have the written versions, oral translations of qualified teachers are utilized. Students tend to write all responses in English.
 - b. ELL students at PS 119 do not take separate ELL Periodic Assessment. However, they do take the general Periodic Assessment which is translated orally in their native language.
 - c. The results of the Periodic Assessments drive instructional programs.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs.](#))
 5. PS 119 uses data binders based on teacher assessment, state exams, periodic online assessments and other tests to drive instructions based on students' needs. Teachers group all students including ELLs homogeneously based on strengths and weakness.

However, group participants are flexible to move from one group to another based on abilities. Weekly inquiry teams evaluate the data of ELLs to plant coherent rigorous instructions.

6. How do you make sure that a child's second language development is considered in instructional decisions?
 6. Instructional decisions, such as tasks and rubrics are created here based on a child's second language development . This is embedded in tasks.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?

We do not provide Dual Language programs

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

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

Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

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

Victoria Romanov, a licensed ESL teacher, reviews HLIS and determines LAB-R eligibility. When parents enroll their child in the New York City school system, they are given a Home Language Identification Survey to establish home language. If answers on this survey indicate that a language other than English is spoken at home, their child is administered a Language Assessment Battery-Revised (LAB-R) test to establish English proficiency. Those students who score below proficiency on the LAB-R become eligible for state mandated services for ELLs. Parents are then notified of their child's eligibility, and are asked to select the ELL program in which they would like their child enrolled. Based on parents' choice and program availability, ELLs are placed in a Transitional Bilingual Education (TBE), Dual Language, or English as a Second Language (ESL) program. Also, each Spring all K-5 ELLs are administered the New York State English as a Second Language Achievement Test (NYSESLAT) to monitor their English language development skills. NYSESLAT results are used to determine continuing eligibility for ELL services for the following school year. Using the most recent RLAT report, the ESL teacher determines appropriate class placement and which students are no longer mandated for ESL services. Parents are notified annually of their child's NYSESLAT

results and eligibility for continuation of ELL services. The letters are sent home in English as well as in students' native languages. The parents of newly enrolled ELL students are invited to participate in an orientation designed to introduce them to the available(ELL program options) programs, i.e. TBD, DL or ESL and then select what they feel is best for their child. At the end of the school year, RLER report is used to determine NYSESLAT eligibility.

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.
 2. Parents orientations are conducted in the month of September, within 10 days of the students' enrollment, and as needed throughout the year. During the orientation, parents view a video in their native language as well as in English describing ELL program options. In house bilingual translators are available to answer questions or address concerns that parents may have about the selection of the most appropriate program for their child (the learning needs of their children). Also, during the orientation, the parents are given a Parent Survey and Program Selection forms to complete. They have to select the program they feel would best suit their child's learning needs. If a parent selects a program not currently offered at P.S. 119, they are assured that their selections are kept on file and once enough requests have been made for a particular program it will be opened.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
 3. To ensure that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, our bilingual translators make (follow up) phone calls to students' homes reminding the parents to return forms. The orientation process is repeated for those parents whose children are enrolled after the initial September orientation. Our Parent Coordinator also contacts parents who have not attended Orientation meetings or returned forms. The ESL teacher keeps a list of all ELL students, program selections as well as photocopies of all documents sent home. In rare cases when we are unable to contact the parents or guardians, we keep a list of students whose default program preference is bilingual as per CR Part 154.
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.
 4. Once ELL students are identified their families are notified, they begin to receive services according to their needs. Beginner and intermediate English language acquisition students receive 8 periods of ESL services per week while advanced students receive 4 periods each week. Parent program selection forms are reviewed for appropriate placement options of ESL, bilingual or dual language. The parents are also notified in their native language about the placement of their children and the frequency of services. As of this school year, majority of our parents choose ESL program as their first choice. However, parents requests for Bilingual or Dual Language programs are kept on file and frequently reviewed. When 15 or more parents of the same language background and two consecutive grade levels are interested in Bilingual or Dual Language Programs, these programs will be open at school.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
 5. Certified and trained ESL teacher, Victoria Romanov keeps track of all ELL testing including LAB-R, SPANISH LAB, Periodic Assessment and the NYSESLAT. In order to make sure that all ELL students are tested, RLER report is being printed and students are tested. ESL coordinator, Victoria Romanov, along with the testing coordinator, Barbara Snow, use a double check system to ensure that all four components of the NYSESLAT are administered to students. Victoria Romanov, a licensed ESL teacher, administers all four modalities of the NYSESLAT while Barbara Snow checks all completed grids against the most recent RLER report.
6. 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.) 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. 
 6. P.S. 119's program is aligned with parents' request since most of the parents selected the ESL program over the Bilingual or Dual Language programs. Requests for bilingual and/or dual language programs are kept on file. As we annually review parents' choices for 2012-2013 school year, we realized that the parents of 22 students out of 33 students total request Freestanding ESL program as their first choice. 3 parents opted for the Dual Language program and 7 parents did not have their program choice on file so we listed them as requesting Bilingual placement as a default. One parent requested Bilingual program as their first choice.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - 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])?

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

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

2. 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)?

2. PS 119 has a Freestanding ESL program this year, our ESL teacher works through a pull-out model. Students in our freestanding ESL program receive all instruction in English with native language support. New York State regulations determine how many units of ESL instruction each student should receive according to his or her English proficiency level from their NYSESLAT scores as per CR Part 154 mandate. All Beginners and Intermediate ELLs receive 360 minutes per week of ESL instruction. All advanced ELLs receive 180 minutes of ESL instruction per week and an additional 180 minutes per week of ELA instruction, in their classroom, as required under CR Part 154. ESL teacher collaborates with students' classroom common branch teacher to deliver support grade level, content area instruction through the use of ESL strategies and methodologies. Native language support is provided whenever possible by peer-tutoring or bilingual paraprofessional assistance.

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 foster language development and meet the demands of the Common Core Learning Standards.

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

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
 4. As appropriate, we employ school based staff and/or translation services for native language assessment of our ELLs.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
 5. We ensure that all ELLs are appropriately evaluated in all four modalities of English language acquisition through out the year by reviewing the Scale and Raw scores of the NYSESLAT. These scores let the school know if the children are progressing and what areas need additional support. Also, teacher made tests and observations provide an in depth understanding of children's strengths and weaknesses as well as Periodic baseline and Periodic assessment throughout the school year.

6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

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

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

b) New ELLs (0-3 years) - Provide pull-out services as mandated by law (CR Part 154) by licensed ESL teacher. Also, because NCLB now requires ELA testing for ELLs after one year, all students are invited to participate in our Saturday ESL Academy to improve English language skills. Title III Saturday Academy include Access Code Program; Leveled Literacy Intervention Program, and Visual Thinking Strategies. In addition, we use different instructional strategies and grade-level materials that include Total Physical Response (TPR) activities, Balanced Literacy, alternate text sets, books on tape, and Leap Pads.

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

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

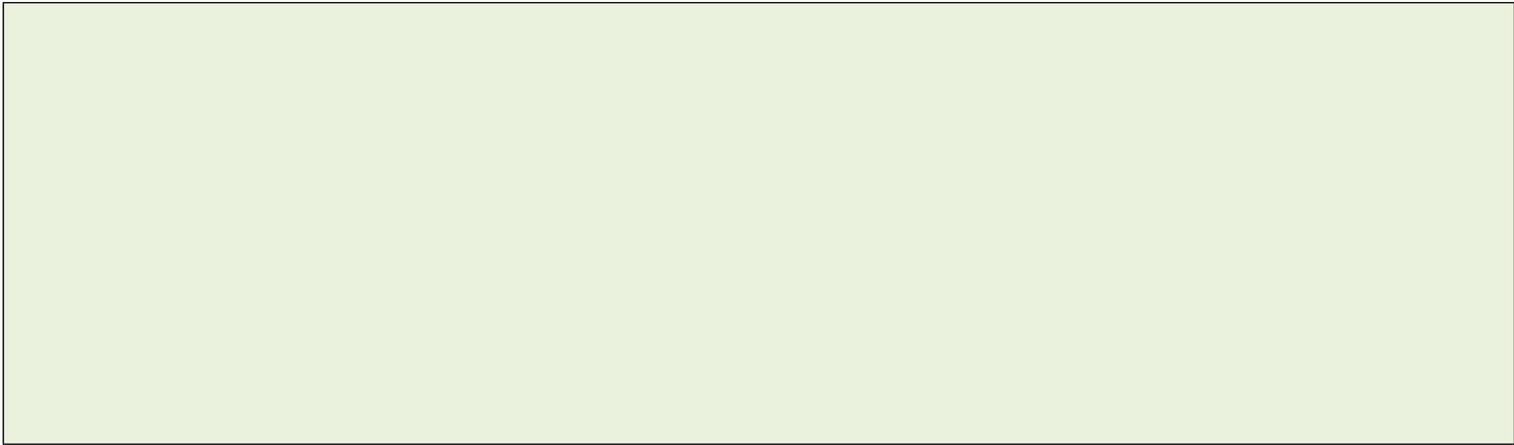
e) Former ELLs (in years 1and 2 after testing proficiency) - receive additional time on all content area exams (time + 1/2); continuous access to Academic Intervention services as well as small group instructions.

7. 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. To meet the diverse needs of ELL-SWDs within the least restrictive environment, our school implements differentiated instructions that include flexible grouping of students in all content areas, individualized instructions, and conferences. Some of our IEP students are placed in ICT (Integrated Co-Teaching) , classrooms during the day as well as in after school programs that provide opportunity to work with non-disabled peers. Those IEP students who are placed in self-contained (12-1-1) special education classes, get the opportunities to work with non-disabled peers in the gym, in the lunchroom, and at recess as well as in all after school activities. Special Education teachers keep close contact with the Regular Education teachers as well as the ESL provider to ensure that the English Language Development is accelerated in all Special need students. ESL teacher provides Special Ed teachers with appropriate professional development and materials . Each mainstream classroom with Special Education needs students in our school is equipped with a smart board as well as Laptops. We utilize programs such as Starfall and Funbrain among many others to enhance learning. In addition, there are Leap Pads learning systems in each classroom where the SWD ELLs have access to books with higher interest and lower reading abilities levels. Furthermore, leveled libraries as well as bilingual dictionaries and glossaries are essential part of each classroom. Our Special Education teachers deliver rigorous academic instructions using ESL methodologies and strategies such as TPR (Total Physical Response), labeling, word walls, etc. to prepare SWD ELLs to think critically, solve problems and communicate in the language of instruction. All ELLs are actively engaged in standars-based academic curriculum.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

8. In order to enable diverse ELL-SWDs to achieve thei IEP goals, we schedule PPC (pupil personnel committee) meetings where the special ed, general ed, related providers and ESL teacher discuss students in need of additional support and as a team come up with such solutions as scaffolding the instruction to meet the standards of the curriculum, providing additional homework support, creating flexible groups within the classroom, etc. Some of the instructional strategies will include peer tutoring, ESL methodology all related to the Common Core Curriculum.



Courses Taught in Languages Other than English [i](#)

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	45 minutes per day	45 minutes per day	45 minutes per day

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

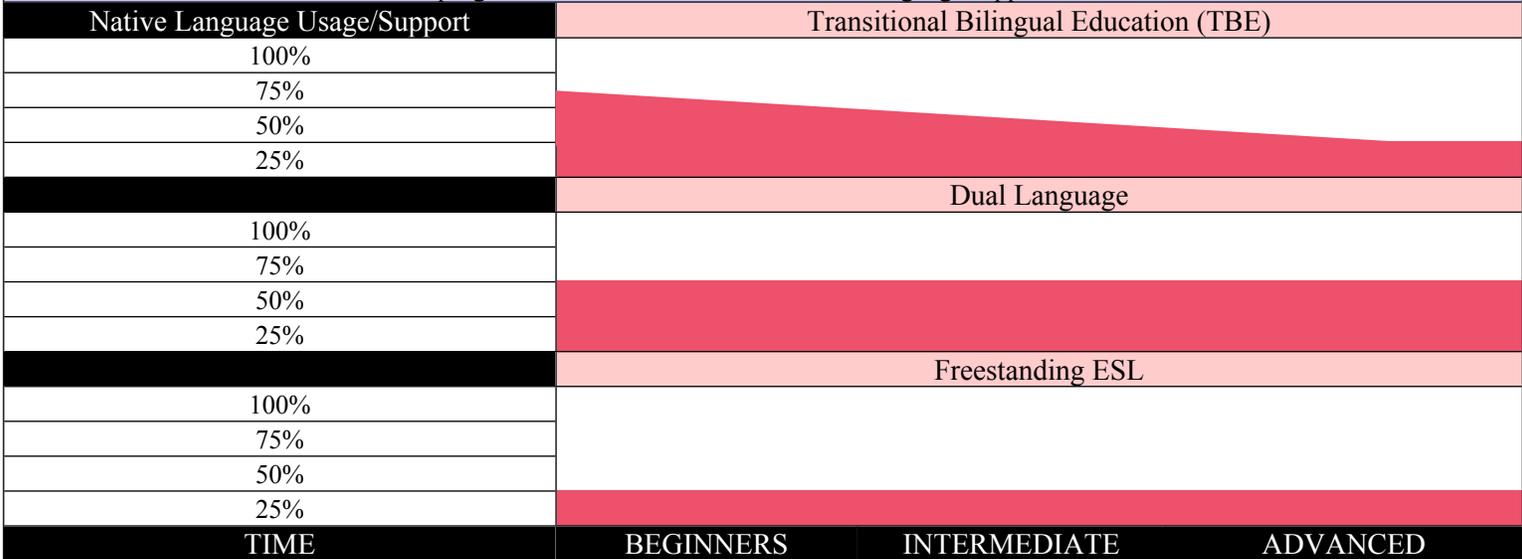
	Beginning	Intermediate	Advanced
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NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	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.



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

9. 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. AIS services (targeted instruction in listening, speaking, reading and writing in during the day/ after school programs) provided by classroom and ESL licensed teachers.
- Counseling services (group or individual based upon individual needs)
 - Referral to Related Services (referrals to outside agencies for further interventions individual or family)
 - Services provided as indicated on Individualized Education Plan (Collaborative Team teaching, related services).
 - Targeted/Differentiated instruction (small group targeted instruction via Balanced Literacy approach to reading during the day and in after school/Saturday programs).
 - Student Assessment Analysis (individual prescriptive and diagnostic plans are designed to facilitate tutoring of differentiated instructions in reading and math).
 - Pupil Personnel Committee (conferences among professionals are conducted to review students' cumulative records and recommend interventions).
 - Title III after school /Saturday English Program (differentiated literacy and hands-on math instruction through Visual Arts based on the individual needs).
 - Peace Academy (project based academic intervention and service learning after school program for our former and transitional students).
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
10. Our current academic language development include differentiated instruction, flexible grouping of students based on needs, focus on different learning styles and diverse methods of instruction, continue to provide instructional programs and interventions to enable ELLs to achieve high levels of English proficiency, use graphic organizers, vocabulary development activities, pre and post reading/writing activities to enhance comprehension, and provide instructional materials of high quality programs.
11. What new programs or improvements will be considered for the upcoming school year?
11. The school has put into place two new literacy programs that target ELLs. Access Code is a computer based program that focuses on phonics and decoding. The Leveled Literacy Intervention (LLI) program focuses on working with small groups of students on comprehension skills.
12. What programs/services for ELLs will be discontinued and why?
- We are not planning to discontinue any of the programs/services for ELLs.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. As part of the school population, our ELLs receive equal access to any and all school programs. In addition, to programs that take place during the day, ELLs are afforded access to the after school Magnet clubs, Dance, Chorus, Guitar, Rhythm, Recorder, Violin, Rock Band, and Tennis programs as well as Saturday Title III program where the learning acquisition takes place through VTS (Visual Arts) activities.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. Each mainstream classroom in our school is equipped with a smart board as well as Laptops. We utilize programs such as Starfall and Funbrain among many others to enhance learning. In addition, there are Leap Pads learning systems in each classroom where the ELLs have access to books with higher interest and lower reading abilities levels. Furthermore, leveled libraries as well as bilingual dictionaries and glossaries are essential part of each classroom.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
15. All our ELLs have bilingual dictionaries and glossaries in addition to school translators and "buddies" to ensure comprehension in the native language. In addition, there are bilingual content area books and bilingual libraries available in the

classrooms as the native language support in academic areas.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

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

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

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

18. What language electives are offered to ELLs?

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

19. For schools with dual language programs:

a. How much time (%) is the target language used for EPs and ELLs in each grade?

b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?

c. How is language separated for instruction (time, subject, teacher, theme)?

d. What Dual Language model is used (side-by-side, self-contained, other)?

e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

19. We do not have a dual language program.

C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

1. High quality Professional Development will take place throughout the school year in the areas of, but not limited to, balanced literacy and mathematics incorporating how to teach students with special needs and the ELL student population. These workshops will be given during our 50 minutes professional development session on Wednesdays as well as grade conferences and faculty conferences to all staff members. These workshops are provided to all members of our staff, including administration, paraprofessionals, school based support team members, secretaries, and guidance counselors. A minimum of one hour per month will be devoted to ELL services. Some of the sessions will focus on ESL strategies in the content areas.

A tentative schedule of professional development activities for 2013-2014 school year follows:

October 2013– Grades K-5

Working with ELL students in the classroom Grades K-5

November 2013– Grades K-5

Communicating with newly arrived ELL's – Tips for teachers

December 2013 – Grades K-5

Celebrating cultural commonalities. Demonstrating cross-cultural knowledge and understanding

January 2014 - Grades K-5

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

February 2014 – Grades K-5

Strategies for test-takers – interweaving the four language skills

March 2014 – Grades K-5

NYSESLAT- From standards to assessment

April 2014 – Grades K-5

Promotional Criteria for ELL students. Use of multi-criteria

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

2. Our ESL teacher attends professional development sessions offered by the office of English Language Learners outside of the school building and then prepares turn key presentation to all staff during our PD time.

A PD binder is kept at school as our ESL teacher engages in learning the Common Core Learning Standards and aligns them with the ESL Standards.

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

4. PS 119's professional development plan (#1 above) ensures that all staff members have met and exceeded the minimum 7.5 to 10 hours hours of ELL training as per Jose P.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?
 1. Orientations for parents of newly enrolled ELL students is provided within the first ten days of admission. Our first orientations were scheduled for September 2013. All ELL parents were invited to view a video describing different ESL/Bilingual programs in their native language. The ESL teacher, parent coordinator and interpreters were available for discussion of information and to answer questions. The parents were also introduced to the State Standards, assessments, school expectations and general program requirements. All agendas and attendance were kept on file.
All parents, including parents of ELLs, are invited to join and participate in our Parents' Association monthly meetings. All parents are invited to attend school events, i.e., assembly programs, Magnet Expo, concerts, movie night, etc. Notices of events are sent home in the majority languages of our students to ensure that parents are aware of these events.
Translation services are available for the above events, as well as for Parent Teacher Conferences.
 2. We do not contract outside organizations for our parent workshops. We utilize in house experts.
 3. Our Parent Coordinator gives the parents surveys to assess their interests and needs. As a result of these surveys, the following workshop topics have been offered: ELA Night and Math Night to discuss upcoming exams, parents are given suggestions of how to communicate with their children effectively, Summer Reading suggestions, Winter and Spring school concerts, and Breast Health Education program among many others.
 4. Parent activities and workshops are offered based on the needs identified by the parent surveys. All ELL parents are invited to participate in our monthly PA meetings where translators are available to address concerns and questions. All parents, including parents of ELLs, are invited to join and participate in our Parents' Association monthly meetings. All parents are invited to attend school events, i.e., assembly programs, Magnet Expo, concerts, movie night, etc. Notices of events are sent home in the majority languages of our students to ensure that parents are aware of these events.
Translation services are available for the above events, as well as for Parent Teacher Conferences.

E. 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 response to question here:

Part VI: LAP Assurances

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

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Lisa Fernandez	Principal		1/1/01
Barbara Snow	Assistant Principal		1/1/01
Bernadette Slack	Parent Coordinator		1/1/01
Victoria Romanov	ESL Teacher		1/1/01
	Parent		1/1/01
Pam Gordon	Teacher/Subject Area		1/1/01
Gail Gill	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Regine Millien	Guidance Counselor		1/1/01
	Network Leader		1/1/01
Kim Rivera	Other <u>Speech</u>		1/1/01
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

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

Cluster: _____ **Network:** CFN 605

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.

At initial registration we determine if the parent requires a translator. We have a number of bilingual personal who we call upon if the parent needs assistance through the registration process. These are the same bilingual speakers who attend the Parent Orientation meetings held for newly admitted ELLs. We have Spanish, Creole, French & Russian speakers. During registration, the parent completes the bilingual version of Home Language Survey in their native language if it is available. If by chance their native language is a low incidence language, the parent will fill out an English form and indicate their home language where indicated. On the second page of the HLIS form, the parent answers the very two last questions; "In what language would you like to receive written information from the school?" and "In what language would you prefer to communicate orally with school staff?" The HLIS forms are carefully reviewed to record all requests for translation services or bilingual materials. The names of the parents who request translation is maintained in the main office and by classroom teachers and staff members. T By maintaining this list and adhering to the Chancellor's Regulations for providing translation and interpretation services to our parents, we are assured that our parents are provided with appropriate and timely information in a language they can understand.

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.

Currently we have 11 students whose parents requested Spanish translated written material, 8 parents who requested Urdu, 8 parents who requested Creole, 4 parents who requested Arabic, 1 parent who requested each of the languages; Turkish, Punjabi, Bangla and Bengali. The classroom teachers are informed of the students whose parents requested such translations. Our Parent Coordinator and Supervisory School Aid refer to the list when distributing a mass mailing to the school body. Oral interpretation needs are determined in the same manner. A list is generated and distributed to the teachers. The list is reviewed, revised and updated each year as necessary. This option of receiving translated material and or oral interpretation is also brought up at the ELL parent orientation and the results are compiled with the list from the

HLIS forms. The phone-in translation service is also utilized as needed.

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 school uses the translated written material that is provided on the DOE website. Translated material that is provided by the DOE is distributed to the parents. All parent notification letters are sent out in bilingual form based on the Fall administration of the LABR or transitional notices and continued entitlement notices based on the previous Spring LAT exam. Each translated version has an English letter attached along with a slip requesting the parent's signature, filed to confirm receipt. Our Title III program invitations are sent out in bilingual versions, along with any other translated material that we draw from the website. School-wide, bilingual report cards are sent to the parents that make this request. Notices to be translated will be sent to the DOE Translation Unit, keeping in mind the turn-around time it takes for the translated copy to be returned. Teachers also use the free translation websites found online if they need a quick note to go home. Translations services are not contracted out.

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.

Oral interpretation services are provided in-house by our bilingual staff who are available on a daily basis. If a need arises for another language we call the DOE's Translation and Interpretation Unit. Often, if available, one parent will bring another parent to translate. When we have school functions outside of normal school hours and we expect non-English parents to attend we pay our bilingual staff per session to attend and if necessary they will use transmitters and receivers to provide translation services. During parent teacher conferences we have our bilingual staff available for assistance. If we do not have the personnel to assist with a low incidence language, the teachers call the DOE Translation and Interpretation Unit. We do employ the use of transmitter microphones and listening units as well.

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 fully complies with Section VII of the Chancellor's Regulations A-663 regarding parental notification in regards to translation and interpretation services. We utilize and promote the services that are provided by "The Translation and Interpretation Unit" within the Office of Family Engagement and Advocacy. Immediately upon registration, the parent's preferred language is determined and noted. This information is shared with the classroom teachers and the school will comply with the wishes of the parent in regard to written and oral translation services. As illustrated in the above description, we deliver translation and interpretation services throughout the child's educational experience. Beginning at registration, through the student's graduation, it is our intent to support our non-speaking English parents in every effort so that they may partake in a shared parent-school experience. Non-speaking English parents are invited to our school events as well as to city-wide events held by the City's Parent Outreach programs. Translated notifications are sent home with the students. It is our intent to provide a meaningful opportunity for each parent to participate in and have full access to all programs and services critical to their child's education. The list of parents who prefer a language other than English to be their language of communication is kept on file in the main office and is updated as necessary.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the [School Allocation Memo #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information

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

Part B: Direct Instruction Supplemental Program Information

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

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

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

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

Title III After School Program

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

Title III Saturday program

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

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

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

Part B: Direct Instruction Supplemental Program Information

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

Part C: Professional Development

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

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

Begin description here:

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

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

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

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

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

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

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

Part D: Parental Engagement Activities

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

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

Begin description here:

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

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

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

3/23 - ELL Reading Strategies - ELL teacher

4/20 - ELL Writing Strategies - ELL teacher

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

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

Part E: Budget

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

Allocation Amount: \$11200

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

Part E: Budget

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

Allocation Amount: \$11200

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