



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014

COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

School Name: P.S./I.S. 119

DBN (i.e. 01M001): 24 Q 119

Principal: DR. JEANNE FAGAN

Principal Email: JFAGAN2@SCHOOLS.NYC.GOV

Superintendent: MADELENE CHAN

Network Leader: DIANE FOLEY

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
Dr. Jeanne Fagan	*Principal or Designee	
Patricia Calvo	*UFT Chapter Leader or Designee	
Christina DeSimone	*PA/PTA President or Designated Co-President	
Eileen Walsh	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Anthony Wansor	Member/ Elected Teacher	
William Teehan	Member/ Elected Teacher	
Fred Baumann	Member/ Elected CSA	
Denise Smith	Member/ Elected Parent	
Lizette Kellner	Member/ Elected Parent	
Nelcia Cruz	Member/ Elected Parent	
Elizabeth Burzynska	Member/ Elected 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	
X	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
X	▪ 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)
X	Academic Intervention Services (AIS)
X	Title I Plan (Only for schools receiving Title I funding)
X	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, there will be a deepening of academic disciplines to include conceptual understanding of information based on close reading and critical thinking strategies evidenced by 60% of students' writing and culminating unit tasks meeting the Common Core State 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.
 The identified need that generated this goal is the need for our students to build their conceptual understanding based on the CCSS and the Quality Review rubric.

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. Teacher team meeting times were increased to three times a week, units of study were revised, a professional development plan was created and implemented to assist teachers, teacher teams are anchored in student work focusing on student writing.

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

1. Principal, assistant principals, coaches and teachers

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

1. Monthly targeted assessment for each content area. Results of teacher team evaluations of student work. Results of NY state assessments

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

1. Teachers will begin meeting in September and continue weekly until the end of June.

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

1. Coaches will support teachers, the Instructional Leadership Team (ILT) through the Professional Development (PD) plan, teacher team meeting times increased to three times a week, per-session

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).

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

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	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 #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, all teachers will improve their best practices and receive individualized professional development plans based on their strengths and weaknesses and aligned with formal and informal observations as outlined in Charlotte Danielson's rubric evidenced by 70% of teachers meeting their initial 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.
 The identified need that generated this goal are the results of last year's teachers' formal and informal walkthrough Danielson evaluations based on strengths and weaknesses.

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. An Instructional Leadership Team (ILT) Professional Development (PD) plan has been developed that differentiates based on teacher's strengths and weaknesses. Bi monthly faculty and department meetings are held where different Danielson domains are focused on.
- B. Key personnel and other resources used to implement each strategy/activity**
1. ILT team, lead teachers, coaches and assistant principals
- C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
1. Teachers will set goals that will be evaluated mid-year. Principal and assistant principals will observe teachers and rate them through the NYC DOE's Advance throughout the year.
- D. Timeline for implementation and completion including start and end dates**
1. In September, teachers will develop their goals based on their previous year's evaluations. In January, teachers will complete a mid-year evaluation. By June, goals will be completed.
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
1. Teachers will be paid per session. Coaches will meet with teachers and teachers will meet regularly during teaching team meeting times

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).
- PTA meetings where the new teacher evaluation system will be explained to parents.
 - SLT meetings where the new teacher evaluation system will be explained to parents.
 - "Coffee with the Principal" meetings where the new teacher evaluation system will be explained and discussed with parents..
 - School web site PS/IS 119.org where all relevant school information, including individual classroom teacher's communication. Web site postings can be translated into all languages.
 - Information back packed home to parents from the PTA and Principal, Dr. Jeanne Fagan
 - School messenger phone calls

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	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 #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, the student attendance rate will increase one percent from 94.5% to 95.5% evidenced by the 2013-2014 DOE reported results.

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.

The identified need that generated this goal is the 2012-2013 Progress Report results.

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. The strategies that will be used are: weekly attendance meetings with the guidance counselor, daily phone outreach, and parent meetings. Marvin Aschendorf, attendance teacher, will be utilized to investigate students with chronic absenteeism.

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

1. The guidance counselor, SAPIS worker, dean of students and the attendance teacher.

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

1. Targets to evaluate attendance will be daily attendance records, weekly and monthly attendance reports and PAR.

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

1. The monitoring of attendance will continue from September to June.

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

1. The guidance counselor, SAPIS worker, and attendance teacher will work specifically with students who are habitually absent.

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).

- PTA meetings where attendance requirements and parental responsibilities are addressed with the parents..
- SLT meetings where attendance requirements and parental responsibilities are addressed.
- "Coffee with the Principal" meetings where attendance requirements and parental responsibilities are addressed.
- Back to school night for parents and students where principal and assistant principal emphasize attendance requirements and parental responsibilities.
- Parent Teacher conferences where teachers discuss all issues including any outstanding attendance issues.
- Monthly Parent workshops given by Parent Coordinator, Mrs. Seema Biordi.
- School web site PS/IS 119.org where all relevant school information including days of instruction are posted. Web site postings can be translated into all languages.
- School messenger phone calls for students who are late or absent.

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		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 #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.

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

1.

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

1.

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

1.

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

1.

E. 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.

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

1.

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

1.

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

1.

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

1.

E. 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.

--

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.)
<p>ELA</p>	<p><i>i-ready</i> ELA program</p>	<p>Grades K, 1, 2, 6, 7 and 8. Computer lab with technology teacher, and ICT teachers.</p>	<p>During school day, extended day, ELL and self-contained teachers</p>
	<p>Response to Intervention (RTI) Action Plan- Fountas and Pinnell, Leveled Literacy Intervention (LLI), <i>Imagine Learning</i></p>	<p>Small group instruction</p> <p>Grade K, 1, and 2 Computer lab with technology teacher</p> <p>Tier 1: Core instruction provided by the teacher</p> <p>Tier 2: Small group instruction</p> <p>Tier 3: Smaller group instruction 1:1/1:2 provided by classroom teacher or other support staff.</p>	<p>During school day and extended day.</p>

	Extended day AIS program with ELA teachers	Teachers focus on literacy as well as other academic interventions	During extended day
Mathematics	<p><i>i-ready</i> math computer based program</p> <p>Response to Intervention (RTI) Action Plan: i-ready math, math journals, Go Math and online tasks</p> <p>Extended day AIS program with mathematics teachers</p>	<p>Computer lab with technology teacher, ICT teachers</p> <p>Tier 1: Core instruction provided by the teacher</p> <p>Tier 2: Small group instruction</p> <p>Tier 3: Smaller group instruction 1:1/1:2 provided by classroom teacher or other support staff.</p> <p>Small group and one to one academic intervention.</p>	<p>Extended day and during the school day.</p> <p>During school day and extended day</p> <p>During extended day.</p>
Science	Extended day AIS program with science teachers	Small group and one to one academic intervention	During extended day
Social Studies	Extended day AIS program with social studies teachers	Small group and one to one academic intervention	During extended day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<p>Counseling services</p> <p>SBST</p>	Small group and one to one counseling and/or play therapy for kindergarten, first and second grades.	During school day and extended day.

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

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

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

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

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).

- One of our CEP goals for June 2014 is that there will be a deepening of academic disciplines to include conceptual understanding of information based on close reading and critical thinking strategies evidenced by 60% of students' writing and culminating unit tasks meeting the Common Core State Standards (CCSS). Consequently, much of our PD will include a focus on designing curriculum that will enable students to meet the CCSS.
- Teacher team meeting times were increased to three times a week, units of study were revised, a professional development plan was created and implemented to assist teachers. Teacher teams will be examining the CCSS shifts in ELA, elementary school and mathematics.
- All teachers are given professional development (PD) on a bi-monthly basis during department and faculty meetings as well as on professional development days dedicated to staff development.
- Coaches, lead teachers and the ILT will support teachers in designing instruction that is aligned to the CCSS.

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 ***the intent and purpose*** programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

The coordination and integration of Federal, State and local funds are used to meet the intent and purpose programs through the purchase of school supplies for students in temporary housing.

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 transition plans that will be used to assist preschool children from early childhood programs to the elementary school program are:

- The SBST works with students who are part of the "Turning Five" groups.
- There are two kindergarten orientation days for parents to visit with their children.
- Kindergarten packets are prepared for parents/guardians of students entering kindergarten.
- The parent coordinator schedules walkthroughs with parents/guardians who are interested in attending PS/IS 119.

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.

The decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures can be found in the formative and summative tasks that are teacher created for all subjects and all units of study. Teachers are given professional development throughout the year on the CCSS and the instructional shifts in order to align their assessments with the CCSS and to improve instruction.

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

At P.S./I.S. 119 we understand that educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of our Parent Involvement Policy (PIP) is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, P.S./I.S. 119, 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;

P.S./I.S.119's PIP was 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 main office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, parents/guardians asserting leadership in education for their children, including grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

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

P.S./I.S. 119, 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 24	Borough Queens	School Number 119
School Name P.S./I.S. 119Q		

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 Dr. Jeanne Fagan	Assistant Principal Tina Mavrilos-Kual
Coach Dina Karivalis, Elem. ELA	Coach type here
ESL Teacher Linda Balfour	Guidance Counselor Gina Lyons
Teacher/Subject Area Danis Aristy, Spanish Teacher	Parent Christina DeSimone
Teacher/Subject Area type here	Parent Coordinator Seema Boirdi
Related Service Provider type here	Other Lori Centeno, IEP/CIT
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		Number of teachers who hold both content area and ESL certification	
Number of certified bilingual teachers currently teaching in a bilingual program		Number of certified NLA/foreign language teachers		Number of teachers who hold both a bilingual extension and ESL certification	
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program		Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification		Number of special education teachers with bilingual extensions	

D. Student Demographics

Total number of students in school (Excluding Pre-K)	1055	Total number of ELLs	39	ELLs as share of total student population (%)	3.70%
--	-------------	----------------------	-----------	---	--------------

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 <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
SELECT ONE														0
SELECT ONE														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	39	Newcomers (ELLs receiving service 0-3 years)	21	ELL Students with Disabilities	15
SIFE	0	ELLs receiving service 4-6 years	7	Long-Term (completed 6+ years)	11

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	21	0	2	7	0	5	11	0	8	39
Total	21	0	2	7	0	5	11	0	8	39

Number of ELLs who have an alternate placement paraprofessional: 1

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	0	3				6	5	5					20
Chinese									1					1
Russian														0
Bengali														0
Urdu														0
Arabic	1	0	1				2	1	2					7
Haitian														0
French														0
Korean														0
Punjabi														0
Polish	1						2	0	1					4
Albanian							1		1					2
Other							2		3					5
TOTAL	3	0	4	0	0	0	13	6	13	0	0	0	0	39

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

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)														0
Advanced (A)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	9				9
7	4				4
8	4				4
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									0
4									0
5									0
6	5		4						9
7	2		2						4
8	5		2						7
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
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.
At P.S. /I.S. 119 we use the NYSESLAT, classroom tests, portfolios, ELL periodic assessments, "i-ready" diagnostic assessments in ELA and mathematics, Literacy Navigator and Fountas and Pinnel for our elementary school students in order to assess our ELL students. The DRA is used to monitor and evaluate student progress in reading accuracy and comprehension, Fountas and Pinnell leveled books, NYC Performance Assessments, NYC Periodic Assessments, SanDiego Quick Assessment to determine instructional reading level. Teachers quarterly administer running records to determine accuracy rate, error rate, self-correction. Formative and summative instructional assessments are used during the lessons and for final tasks in our curriculum maps. Additionally, Comprehension Analysis is done on non-fiction text based, inference and critical response questions. On-line assessment "i-ready" is also utilized. All data informs and drives differentiated instruction. Insights provided from the data will show us improvements or regressions. This information helps inform our instruction by giving us our next steps in planning instruction and differentiation.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
Across all grades, students showed the highest scores in Listening & Speaking modalities of the NYSESLAT. Scores in Reading and Writing vary according to the individual student.
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 [AMAO tool](#))
The NYSESLAT exam is given every Spring in all four modalities. Results determine entitlement for the next academic year. According to the 2013 results, 7 students were Proficient. Based on our analysis of the 2013 NYSESLAT and all relevant results from the four modalities, we will be focusing on the following in ESL instruction for all grades. Teaching in the content area for each grade level's CCSS academic demands; enrichment in reading and writing to develop proficiency in these modalities; instructional strategies and differentiated instruction to meet the needs of the ELLs; interim assessments to differentiate instruction.
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?a. Not Applicable.
b & c Periodic Assessments are used to provide detailed information regarding the students strenghts and weaknesses in English language development and serve as a resource to plan individual and group instruction. Instruction is provided in English as a free standing ESL class and in the content areas with individual teachers.
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](#).)
The RTI teachers, work with the K-2 ELL students who need additional support. As a Response to Intervention, our school utilized "i-ready", a diagnostic and individualized web-based instruction for our ELL's. Teachers monitor learning and differentiate lessons on a needs basis. Additionally, "Imagine Learning" provides first language support to our ELL's in oral language development and helps instruct them in the five key components of reading (phonological awareness, phonics, fluency, vocabulary and comprehension.)
6. How do you make sure that a child's second language development is considered in instructional decisions?
N/A
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?N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
The way we evaluate success for our ELL students is through the students' scores on the NYC ELL Periodic Assessment, NY State NYSESLAT levels, NY State ELA and Mathematic Assessment results, and the AYP for ELLs.

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. The steps that follow the initial identification of those students who may possibly be ELLs are as follows. First, the parents/guardian and student are interviewed by a trained pedagogue. Second, the student is given the Home Language Identification Survey (HLIS) by a pedagogue when the student is registered which includes the informal oral interview in English and in the native language, and the formal initial assessment within the first 10 days of admission. The person responsible for conducting the initial screening as well as the entire process is the licensed ESL teacher, Linda Balfour. In addition to administering the HLIS, students are given the LAB-R in English and in Spanish if applicable. The Spanish Lab is administered by a Spanish speaking pedagogue. Students who receive services as ELLs are given the NYSESLAT on an annual basis. The steps taken to annually evaluate the ELL students through the NYSESLAT are as follows. Students are identified as ELL's when they are admitted to the school. They are pulled by the license ELL teacher for ELL services. They are identified as ELL and consequently given the NYSESLAT assessment during the administration period.
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.

The structures that are in place at P.S./ I.S. 119 to ensure that parents understand all three program choices is that parents are told of these options during the enrollment process. At the start of the school year there is a meeting that parents are invited to attend where these options, Free Standing ESL, Transitional Bilingual Education or Dual Language are explained to them by the licensed ESL teacher. Orientation sessions are held continuously, throughout the year, as ELL students enroll during within the ten day enrollment timeline.
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](#)].)

P.S./ I.S. 119 ensures that entitlement letters are distributed and returned by mailing them to the parents or sending them home with students. Parents are asked to complete them and send them back to the school in a timely fashion. In addition parents who attend the orientation are asked to complete the forms on site. Ms. Balfour, ELL teacher, is responsible for the distribution and collection of continued entitlement letters. Letters are returned to the main office and stored in files that house ELL documents. All letters and forms are placed in student's cumulative folders and office copies are retained.
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.

The criteria used and the procedures followed to place identified ELL students in ESL instructional programs is analyzing student data from the LAB-R and NYSESLAT scores and directly interviewing the students. Parents are consulted with in their native language, if needed. During one to one meetings, interpretation services, in-house or on the telephone are provided to communicate with the faculty or staff. Parents are informed during the orientation meeting, in their native language, that they have the choice to enroll their child in a dual language or bilingual classroom.
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.

Session 1 - The NYSESLAT Speaking subset is administered and simultaneously scored by someone other than the student's teacher. It is administered individually to a student in a location separate from other students.

Session 2 - The NYSESLAT Listening Subset is administered to groups of ELL's in a location separate from other students. It is administered by either the ESL teacher or teacher on the committee.

Session 3 - Reading Subset is administered to a group in a location separate from other students. It is administered by the ESL teacher or another teacher on the committee.

Session 4 - Writing Subset of constructed responses is administered to a group in a location separate from other students. It is administered by the ESL teacher or another teacher on the committee. It is scored by teachers from other local schools in the district. The student's ELA nor the ESL teacher are on the committee. No one teacher on the committee scores more than 1/2 of the constructed responses.

Test Accommodations that are listed on the students' IEPs are followed. The test accommodations are consistent with instructional practice for these students.

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. 
- After reviewing the Parent Survey and Program Selection forms for the past few years, the trend in program choice is the Freestanding ESL program. 100% of our parents continue to prefer the Freestanding ELL model over the Dual Language and Transitional Bilingual programs. The program model offered at I.S. P.S./I.S.119 is aligned with parent requests. According to our Parent Survey and Program Selection Forms 100% of our ELL parents prefer the Freestanding ELL model. Ms. Balfour and the administration present during orientations make it very clear to parents that they have a choice of DBE and/or DL programs.

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])?

Instruction is delivered using the Freestanding ESL model with a pull out program for the ELL students. The program models for the general education students are homogeneous. Students are grouped together based on ability. The ESL teacher separates students according to three levels- beginners, intermediate and advanced. Classes travel together as a group but separate for ELL classes. We are considering movement towards the push-in ELL program. ELL students are pulled from physical education, talent, auditorium, foreign language.

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)?

The organization of the staff ensures that the mandated number of instructional minutes is provided according to proficiency levels. (CR Part 154). We have one ESL teacher who uses the Freestanding ESL model. She pulls students out of their general education classes according to their individual levels. Beginning students receive 360 minutes per week of ESL instruction. Intermediate students receive 360 minutes per week of ESL instruction. Advanced students are given 180 minutes of ESL instruction per week as well as 180 minutes of ELA instruction per week.

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.

ELL students are given instruction in the content areas of mathematics, English, science and social studies. Students are pulled out for ELL classes during some content area classes. Content area teachers are given professional development that provides strategies for teaching ELL students. Workshops are presented and strategies are turn keyed in order to maximize the instruction for the ELL population. Instruction is differentiated for the ELL student depending on the ELL level.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

N/A

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

ELL's are evaluated in all four modalities of English acquisition through embedded tasks, formative and summative assessment, performance tests and Individual conferencing.

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).

Instruction is differentiated for our ELL subgroups. For beginners we use the LAB-R and NYSESLAT to drive instruction. Those who are beginners are given explicit instruction in English to achieve confidence and competence. Advanced students are given the opportunity to succeed by preparing the NYSESLAT and training in the four modalities. Literacy Navigator, IREADY, IMAGINE LEARNING are offered to ALL LEVELS. Intermediate students are held to the same standards as advanced students, but given more time with ESL instruction. Our special education students are given more individualized attention and are asked to achieve in more tangible ways.

Students identified as having special needs are main streamed into the program as advanced, intermediate or beginner according to their ability level.

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

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

Once students reach proficiency on the NYSESLAT, they are noted as "former ELL". Students that have tested as proficient

remain in class with the students in ESL until the following school year. Once out they are closely monitored. The classroom teacher is made aware of their presence through conferencing with the ESL teacher and review of the student data on ARIS. Guidance counselors are also asked to monitor progress made by ELL students once they are proficient. Former ELLs are also given ELL testing modifications for up to two years after reaching proficiency.

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?

Some strategies that teachers of ELL_SWD utilize are read alouds, vocabulary enrichment, visuals/pictures, models. Additionally, they use iReady a teacher-led, adaptive diagnostic cross-grade level assessment. Other materials include Literacy Navigator; LLI and DRA.

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?

The pull-out ESL program allows the ESL teacher to work with students when they are not in ELA so the ELA instruction continues in that classroom. The ESL teacher differentiates instruction based on levels and needs in the least restrictive environment.

Courses Taught in Languages Other than English

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

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

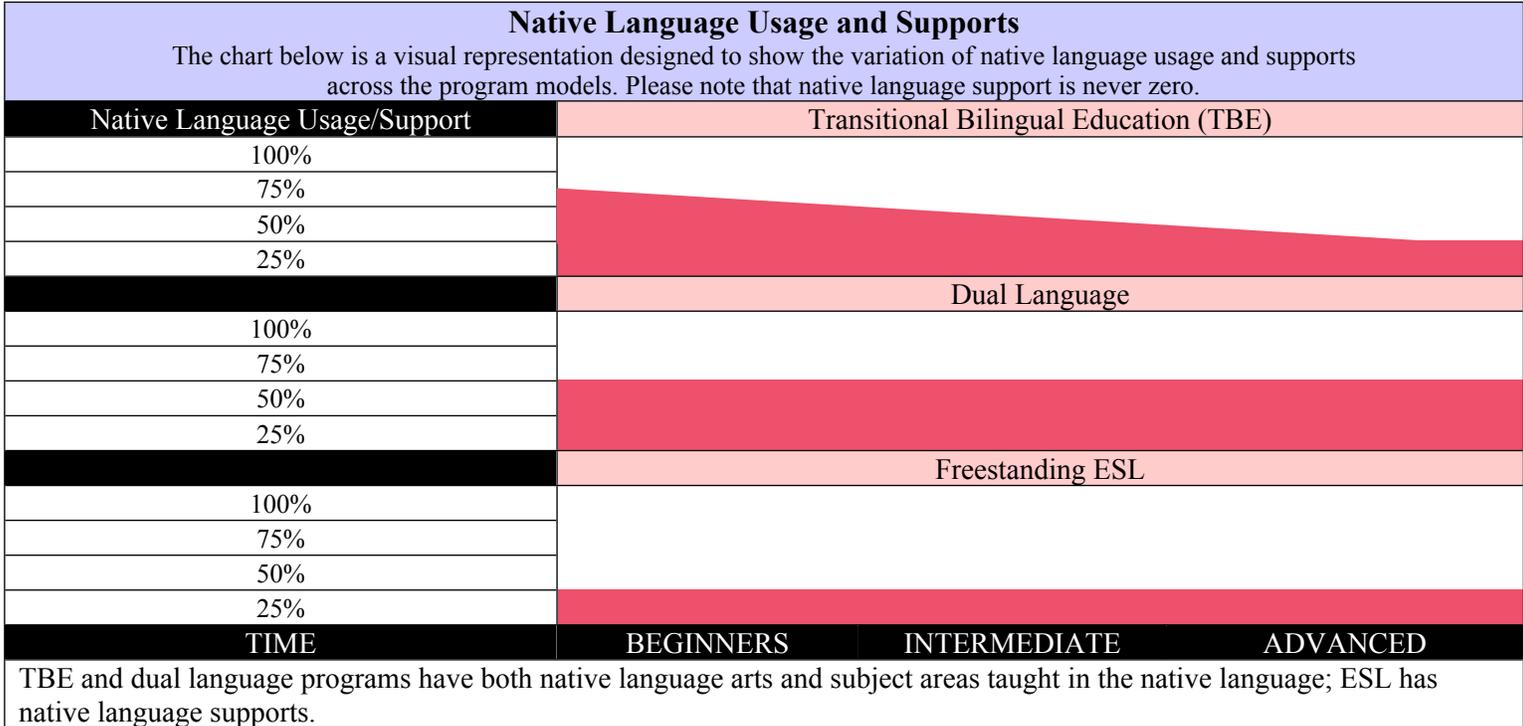
Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of Instruction
Native Language Arts:			
Social Studies:			
Math:			
Science:			

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

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



B. Programming and Scheduling Information--Continued

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.

The ELL teacher works collaboratively with content teachers in ELA, math, science and social studies to address content needs. Additionally, Ms. Balfour provides assistance to the content area teachers in order to help teachers address the needs of students during their content area instruction. Intervention programs for the ELLs students are similar to the intervention students offered to all general education students at P.S./I.S. 119. The extended day program is offered to ELL students. Teachers monitor student's progress in individual classes. Progress reports are mailed out to parents. Many ELL students are offered extended day services.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

At P.S./I.S. 119 our model is a Free standing ESL program that allows the ESL teacher to individualize and differentiate instruction based on student content needs. Ms. Balfour, the ESL teacher, works closely with all content area teachers in order to collaborate on effective intervention for her ELL students. Content teachers are encourage to translate student materials into student's native languages.
11. What new programs or improvements will be considered for the upcoming school year?

P.S./I.S. 119 is open to new programs and improvements for the upcoming school year. This year we purchased "i-ready and "Imagine Learning" two web based , differentiated schoolwide programs for our ELL students to utilize. We will be monitoring the effectiveness of these program. In addition, we will purchase native language libraries for our students. And we are planning a cultural festival in order to celebrate our diverse students' heritage. Our Parent Coordinator, Seema Boiardi, will be the the Language Access Point Person for all of our parents.
12. What programs/services for ELLs will be discontinued and why?

Rosetta Stone was discontinued due to our belief that it taught language in isolation and was not benefitting our students. Additionally we discontinued "Achieve 3,000" because we bought other software programs that we are monitoring.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

Ells' are afforded equal access to all programs at P.S./I.S. 119. Students are mainstreamed into the general education population and are afforded every opportunity to participate in all programs offered to students at P.S./I.S. 119. All ELL students are expected to attend extended day classes.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

At P.S./I.S. 119 we use a variety of instructional materials to support the ELL population. These range from textbooks provided by Scott Foresman, Attanacio and Associates, and Oxford picture dictionaries and glossaries to computer technology. The ESL and technology teachers work collaboratively in order to provide meaningful lessons incorporating technology using program such as garage band, web casts, and free webs to complete projects aligned with the ELA curriculum. For NYSESLAT preparation, our Ells' are using Empire State NYSESLAT, put out by Continental Press. Literacy Navigator a reading program designed by America's Choice is also given to all ELL students as a supplemaentary reading and writing program. Literacy Navigator is differentiated based on student's reading levels.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

In our Freestanding ESL program, all ELL's are provided content area support in their native language through translations, pairing of students by native language, and scaffolding instruction. Students are given glossaries in their native languages and lessons are translated for individual students.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

P.S./I.S. 119 is a K-8 school, consequently students are grouped either by middle school or elementary school. For middle school, within that framework, they are grouped according to levels based on the LABR and NYSESLAT scores. Students are serviced according to their proficiency levels; beginning, intermediate and advanced. Lessons are differentiated within the classroom according to grade level, common core state standards and the grade 6, 7 and 8 curriculum maps. In the elementary school, Kindergarten and second grade students are taught using the LLI and the "Imagine Learning" programs that diifferentiate

instruction based on student levels. Students are given a diagnostic assessment that gives the ELL teacher the student's grade level.

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.

Upon registration, our new ELL students, with their parents are given a tour of the school and meet with the ESL teacher. The ESL teacher gives the student a schedule that the student must follow for ESL instruction and assigns the student a "buddy" to help them navigate the transition.

18. What language electives are offered to ELLs?

All of our ELL students are offered the Spanish language elective.

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)?

N/A

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. The ESL teacher attends regional and school wide professional development opportunities. This includes monthly staff development as well as regional ELL meetings. She meets weekly with the A/P in order to plan and improve upon her lessons. She meets with ELA teachers to coordinate lessons. The ESL teacher is strongly encouraged to attend meetings and professional development that would directly positively impact her students and enhance her abilities as an educator. The ESL teacher is expected to turn key all training to the assistant principals, subject area teachers, common branch teachers, guidance counselors, and parent coordinator during faculty and department meetings.

2. Teachers of ELL's are offered professional development in teaching and utilizing the Common Core State Standards through the school and the CFN 204 network. Professional development from the CFN network focuses on the ELL student.

3. The support that we give staff to assist ELLs as they transition from elementary school to middle school is that we encourage staff to be aware of signs that a student may be struggling. We encourage the staff to meet with the guidance counselors in order to get the support they may need to help the ELLs transition from one grade to the next. We refer any ELL student who demonstrates difficulties to the guidance counselors for individualized attention. Teachers at P.S./ I.S. 119 are encouraged to work with students on transitional strategies.

4. Staff is given 7.5 hours of staff development during the professional development days specifically designed to meet these ELL requirements. Records of the agenda and attendance are kept by the ELL teacher.

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. Parents are offered many opportunities to get involved at P.S./ I.S. 119. At the start of the school year, parents are invited to school to understand the instructional models that are offered at P.S./ I.S.119. A monthly parent newsletter is sent home with the children and electronically through DOE email and echalk. Monthly Parent Teacher Association Meetings are scheduled. In addition there are bi-monthly parent workshops that address various parental concerns and issues. Parents are also invited to be a part of the School Leadership Team. Parents are offered translation services through the DOE and the school when available. There are monthly, "Coffee with the Principal" days and alternate evenings where the principal and/or assistant principals are available to speak with parents about any subject. The parent coordinator attends all meetings and is available to the parents at any time during the school day. She also encourages parent input and helps to address and alleviate their concerns.
 2. There are specific workshops designed for the ELL students' parents/guardians.
 3. We evaluate the needs of the parents through being present and involved in the parents concerns and issues. Parents can bring up their needs by calling the school, during the PTA meetings, emails, and parent surveys sent out by the parent coordinator. The parent coordinator works with the parents and the school administration in order to help resolve any issues or concerns. The principal meets with the PTA, SLT and holds monthly "Coffee With the Principal Meetings" where she listens to and addresses the needs and concerns of the parents.
 4. Parental involvement activities address the needs of the parents because activities are created and based upon the direct input from the parents. Parents are surveyed both formally and informally on what their needs are by the PTA and the parent coordinator. Parent requests are brought back to the principal.

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.

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)
D. Jeanne Fagan	Principal		1/1/01
Tina Mavrikos-Kual	Assistant Principal		1/1/01
Seema Boiardi	Parent Coordinator		1/1/01
Linda Balfour	ESL Teacher		1/1/01
Christina DeSimone	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
Dina Karivalis	Coach		1/1/01
	Coach		1/1/01
Gina Lyons	Guidance Counselor		1/1/01
Diane Foley	Network Leader		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: 24Q119 School Name: 119

Cluster: 2 Network: 204

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

Part A: Needs Assessment Findings

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

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

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

At this time we currently have students who speak the following languages: 3 Urdu, 9 Korean, 2 Russian, 2 Persian, 39 Bengali, 85 Polish, 19 Arabic, 52 Chinese, 30 Mandarin, 9 Cantonese, 12 Serbo-Croatian, 12 Romanian, 5 Philipino, 31 Albanian and 129 Spanish. The results of the translation survey will be shared school wide through a memo, and discussed at Instructional Leadership Meetings (ILT) and the School Leadership Team (SLT). In addition teachers are given individual information about their students' home language needs through the main office and the parent coordinator.

Part B: Strategies and Activities

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

Translation services will be provided wherever possible in-house by school staff. Currently, at least 4 staff members are literate in Spanish and 2 are literate in Polish and Russian and one in Romanian, and Serbian and one in Mandarin. For all other language needs, we will use Department of Education Translation Services. Use of these services include, but are not limited to; translation of documents, home notifications and signage. In addition PS/IS 119 has a school web site psis119.org that translates all documents into any language. Administration, teachers and the parent coordinator post all school information on this web site and parents can view it in any language they chose. The Language Access Point Person for our school is the Parent Coordinator, Seema Boiardi. Ms. Boiardi will make sure that translation services are provided for all parents.

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

For oral translations, PS/IS 119 uses in-house school staff and parent volunteers, as needed. Currently, at least 4 staff members speak Spanish. Two staff members are literate in Polish, one in Russian, one in Romanian and Serbian and one in Mandarin. Headsets and microphones were purchased in order to translate for parents as a group during parent meetings. In addition, we will use the Department of Education Translation Services for interpreter needs, including telephone translation.

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

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

- Regular and timely revisions of translated documents are given to parents/guardians.
- During one-on-one meetings, interpretation services, In-house or on the telephone, are provided to communicate with the faculty or staff.
- Parents can receive a copy of the Bill of Parents Rights and Responsibilities in their native language.
- The Student Discipline Code will be made available to parents in their native language.

- Signs in different languages will be placed at the entrance to the school, in the main office, guidance office, dean's office and Assistant Principals' offices. Signs will include: welcome, interpretation services and translation of document services. In addition, DOE available services will be used as needed.

The Language Access Point Person for our school is the Parent Coordinator, Seema Boiardi. Ms. Boiardi will make sure that translations services are provided for all parents.

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

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

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

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

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

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

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

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

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

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

Part C: Professional Development

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

- rationale
- teachers to receive training
- schedule and duration

Part C: Professional Development

- topics to be covered
- name of provider

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

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

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

Part D: Parental Engagement Activities

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

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

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

Part D: Parental Engagement Activities

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

Part E: Budget

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

Allocation Amount: \$11200

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

