



2014-15 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

DBN: (i.e. 01M001): 24Q119
School Name: PS/IS 119 THE GLENDALE
Principal: DR. JEANNE FAGAN

Comprehensive Educational Plan Outline

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Section 1: School Information Page

School Information

School Level: Elementary/Middle School School Number (DBN): 24Q119
School Type: K-8 Grades Served: K-3, 6-8
School Address: 74-01 78 Avenue Glendale, NY 11385
Phone Number: 718-326-8261 Fax: 718-456-9523
School Contact Person: Tina Mavrikos-Kual Email Address: TMavrikos-Kual@schools.nyc.gov
Principal: Jeanne Fagan
UFT Chapter Leader: Patricia Calvo
Parents' Association President: Christina DeSimone
SLT Chairperson: Jeanne Fagan
Student Representative(s): _____

District Information

District: 24 Superintendent: Madelene Chan
Superintendent's Office Address: IS 61 98-50 50 Avenue Corona NY 11368
Superintendent's Email Address: MChan2@schools.nyc.gov
Phone Number: 718-592-3357 Fax: 718-592-3770

Cluster and Network Information

Cluster Number: 2 Cluster Leader: Despina Zahara
Network Number: CFN 208 Network Leader: Diane Foley

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor's Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

1. List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk*.
2. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.**
3. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Jeanne Fagan	*Principal or Designee	
William Teehan	*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	
Lizbeth Kellner-Ojeda	Member/ Parent	
Nelcia Cruz	Member/ Parent	
Genalin Kalpaxis	Member/ Parent	
Frank DeSimone	Member/ Parent	
Elisabeth Burzynski	Member/ Parent	
Robin Diamond	Member/ UFT	
Jordana Kottler	Member/ UFT	
Fred Baumann	Member/ Assistant Principal	
Anthony Wansor	Member/ UFT	
	Member/	
	Member/	

**Signature of constituent only indicates consultation in the development of the CEP, not approval.

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

The Capacity Framework and CEP Development

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

The Six Elements of the Capacity Framework	
1.	Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
2.	Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
3.	Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
4.	Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
5.	Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
6.	Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and

The Quality Review and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

1. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
2. School Culture: Positive Learning Environment (1.4), High expectations (3.4)
3. Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

4. **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
5. **Step 2:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
6. **Step 3:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
7. **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
8. **Step 5:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

- Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
- School strengths, accomplishments, and challenges.
- The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

In 2010, PS/IS 119 transitioned into becoming a K-8 model school from a middle school design. Presently, we incorporate grades K-3 and grades 6-8 within our building and by 2016, we will be at full grade capacity. PS/IS 119 is a site that receives district-wide Gifted and Talented students and has approximately 50% of the student body within that domain. Of the 1055 students, 14% are classified as students with special needs and 4 % as English language learners. The average incoming ELA proficiency level is 3.14 and the average incoming math proficiency level is 3.36.

One of the most significant changes that we have made this year is the departmentalization of our elementary grades (grades 1-3). Students are taught all content areas by teachers who are strong in that subject. They move to designated classrooms that offer a rich learning environment specific to the content. This innovative idea allows teachers to concentrate their professional practice on one content area to ensure that rigor and focus is given to the instructional shifts and standards. Research has shown that elementary departmentalization is advantageous in the following aspects: 1. Teacher Specialization; 2. Allows for instructional teams; 3. Teacher retention; 4. Prepare students for transitions; and 5. Flexibility (move between grade levels by ability) (Wiles, J.; and Bondi, J. *Curriculum Development: A Guide to Practice*. (6th Ed.).Columbus, Ohio: Merrill Prentice Hall,2001).

Our Instructional Focus this year centers on incorporating the Instructional Shifts, namely the Staircase of Complexity and Depth of Knowledge, through the utilization of Close reading and critical thinking to enable all students an opportunity for challenging work and to prepare them to be college and career ready. This instructional focus was originally created in the 2013-2014 school year. We decided that after reviewing the instructional shifts and our academic data, we needed to continue with this focus but to revise it slightly. We felt that we needed to not only incorporate the strategies of close reading and critical thinking, but we needed to monitor its outcome in a more consistent way. This instructional goal does not only drive our work in the classroom but it is also incorporated in many of the teacher team goals.

Our mission is to provide students within an inclusive setting the optimal learning environment to become the best that they can be. We are aware and intend to foster a school culture where students feel safe and supported. Our job is not only to provide academic growth but also social/emotional learning as well. To that end, we have instituted the following initiatives and strategically collaborated with the following partners to make that happen:

- Reorganized the class designations (801 is now 8VF) so they are 'stigma-free'.
- Instituted Morning Meetings that are heterogeneous, in lieu of homogenous homerooms, to foster student connections and personal internal drive.
- Partnered with two grant programs to provide our students ample opportunity to experience the Arts in the form of drama (CASA and Junior Broadway).

Our strengths lie in a dedicated faculty that is driven to provide an exceptional education to our students. Their expertise can be seen through the teacher-created/ revised units of study in the content areas, as well as classroom practice (Danielson's Rubric). Teacher teams work ardently to create and revise lessons to suit the

trends of data and to address the needs of the students.

Results of this work are:

1. School year 2013-2014 ratings: 6 highly-effective teachers; 45 effective teachers; 3 developing teachers; 0 ineffective teachers.
2. Exceeding the target score on the School Quality Survey (SQS) for student achievement and progress.
3. Meeting New York State School Report Card Annual Yearly Progress (AYP).
4. Positive trends in observation ratings.
5. Approximately 25% of our eighth-grade graduating class attend specialized high schools (19% of which are accepted into Stuyvesant HS, Brooklyn Technical HS; Bronx HS of Science).

As a growing school, our accomplishments also include developing a new grade each year, which entails remodeling of classrooms, purchasing of materials, hiring of staff, and developing curricula. Without the efforts of the whole faculty, this feat could not be accomplished. The impact of our work has clearly shown positive growth for student academics. According to our School Quality Survey for 2013-2014:

- 57% of students met the state standards in ELA (city average 27% district average 30%)
- 61% of students met the state standards in math (city average 29% district average 36%)
- Overall Student Progress score of 77 (98.7% of Peer Range; 98.6% of City Range)
- Overall Student Progress score of 78 (93.9% of Peer Range; 92.6% of City Range)
- We exceeded the target for Student Progress and Student Achievement

Yet our most valuable lessons are learned not from accomplishments but from challenges. According to our most recent data, we as a school need to address the lack of progress of our lowest third population in literacy within the middle school student body. Our Instructional Leadership Team (consisting of five teachers and three supervisors) and our SLT will be using our weekly/monthly meeting time to decide on possible strategies and protocols to address this concern after reviewing specific student data. We will implement and monitor the progress of whatever instructional decision we put in place.

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5A – Capacity Framework Element - Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Part 1 – Needs Assessment

1.	Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Rigorous Instruction). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
2.	Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.
1.	A comprehensive assessment of our academic program was completed using the information from the School Quality Report Data, school-based assessment data, and MoTP/MoSL data. As a school, we exceeded the target in Student Progress and in Student Achievement on both the ELA and the math state exams. Although our results were significant for the all student category, one subgroup (lowest third) did not benefit as much. When the MoTP was analyzed, it was found that for 2013-2014 there were: 6 highly effective rated teachers; 45 effective teachers; 3 developing teachers. There will be three teachers (2 returning/ 1 new hire) for 2014-2015 that will have a Teacher Improvement Plan (TIP).
2.	Although our strength clearly lies in our dedicated and effective faculty, we would like to work on improving our teacher practice to increase student achievement, especially for the lowest-third students, within the school. Our goal will be to recognize and celebrate our teachers’ expertise while constantly striving to professionally grow.

Part 2 – Annual Goal

<p>List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – <u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>
<p>By June 2015, after providing targeted and differentiated professional development based on a shared school-created instructional focus and individual teacher needs, 65% of teachers will see an increase in their instructional practice as measured by feedback from observations using the Danielson Framework for Teaching.</p>

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> Research-based instructional programs, professional development, and/or systems and structures needed to impact change Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). Strategies to increase parent involvement and engagement Activities that address the Capacity Framework element of Trust 			

Professional Learning will take place once a week (Monday after-school) for all teachers. Differentiated sessions will be available depending on need. Teacher observations will focus on our Instructional Focus and in developing teacher practice.	Teachers	September - June	Professional Learning Team/Administrators/Coaches
Specific PD opportunities will address students with disabilities, ELL, and lowest-third	Teachers	Sept - June	Professional Learning Team/Administrators/Coaches
Trust will be gained in a culture of growth and guidance to achieve high levels of teacher practice.	Teachers	Sept. - June	Professional Learning Team/Administrators/Coaches

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Professional Learning materials (copies, supplies); per session for teachers;

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy		Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.				
2. Specify a timeframe for mid-point progress monitoring activities.				
By February 2015, at least 40% of teachers will see an increase in their instructional practice as measured by feedback from observations using the Danielson Framework for Teaching.				
Part 6b. Complete in February 2015.				
1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No
2.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5B – Capacity Framework Element - Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

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| 3. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 4. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

After examining student responses on the Learning Survey and attendance sheets for major social events that the school offers, it was determined that students did not feel a sense of community within the building. Students felt disconnected with adults within the school (19% agree/strongly agree that adult did not know their name) and did not feel that they were gaining skills to be college and career ready (LS result: 28% agree/strongly agree).

Because of our diverse population (Gifted and Talented/Zoned students), students often do not feel a sense of community with others within the school. We need to strengthen support for our students, especially in middle-school, to promote healthy connections with others and confidence in their own abilities.

Priority needs will include:

- Re-organization of class designations
- Auditorium program for all students centered on attributes
- Morning Meeting program
- Institute and monitor initiatives from Carol Dweck’s theory of mindset.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound.

By June 2015, our school will implement an effective system through auditorium and morning meeting programs, and student scheduling, to create an inclusive school environment based on positive beliefs about effort which will result in a 40% increase in positive attitude evidenced by qualitative data (pre-post surveys, attendance at school events, morning meeting outcome reports).

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
5. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 6. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 7. Strategies to increase parent involvement and engagement 8. Activities that address the Capacity Framework element of Trust			
We will be incorporating researched-based structures using Carol Dweck’s theory of mindsets. Morning meetings	Students	Sept. - June	Administrators, Dean, Guidance Counselor,

Re-organization of class designations Auditorium sessions will incorporate the Second-Steps program			Teachers
These strategies will assist in building college-and-career ready skills for all students, including ELLs, SwD, and high-need students.	Students	Sept. - June	Administrators, Dean, Guidance Counselor, Teachers
Parents will be informed of topics and protocol through the use of Echalk (school website)	Parents	Sept. - June	Administrators, Dean, Guidance Counselor, Teachers
Trust within the student-to-teacher relationship will be a key component during morning meeting time. Students will gain awareness in their abilities, endurance in completion of tasks, and a sense of self-worth and connection with an adult.	Students; Faculty	Sept. - June	Administrators, Dean, Guidance Counselor, Teachers

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Second Step Program; supplies; website cost; teacher salary

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy		Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
9. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.				
10. Specify a timeframe for mid-point progress monitoring activities.				
By February 2015, at least 25% of students will have a positive belief about effort evidenced by qualitative data.				
Part 6b. Complete in February 2015.				
11.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No
12.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5C – Capacity Framework Element - Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Part 1 – Needs Assessment

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| 13. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 14. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

A key component of the 2014-2015 Quality Review rubric is the collection of school-wide data to develop overall trends. Additionally, it was noted in the 2013-2014 PPO that our school needed to enhance our ability to view student achievement in a more global way.

Our school uses data to drive instruction yet we often do so in isolation. The goal will be to develop a system where transparency of data and a more comprehensive view will be available to teachers. Our priorities will include:

- Development of a technology platform
- Professional Learning opportunities for data input and analysis
- Tracking system for trends
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Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, in order to hold our school accountable and foster collaboration, teachers will commit to the improvement of tracking data for student success by having 100% of assessment data for each department inputted and analyzed four times a year using a new school-created technology system. Evidence will be noted by the assessment technology platform information and teacher team notes on academic trends.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
15. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 16. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 17. Strategies to increase parent involvement and engagement 18. Activities that address the Capacity Framework element of Trust			
Development of a technology platform. Professional development will be given to teachers on the use of	Teachers	Sept - June	Teacher, Administrator

the technology platform that will be school created. Professional development will be given on analyzing trends.			
Subgroup data will be examined to address needs and strengths	Teachers, Administrators	Sept - June	Teachers, Administrators, Coaches
Parents will be given progress reports on the achievement of their child	Parents	Sept - June	Teachers, Administrators, Coaches
Trust will be witnessed through the collaboration of faculty to uniformly utilize the technology platform to address the academic needs of the students.	Teachers	Sept - June	Teachers, Administrators, Coaches

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Funds for IT intern; per session for teachers; supplies

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy		Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
19. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.				
20. Specify a timeframe for mid-point progress monitoring activities.				
By February 2015, 40% of the data for each department will be posted and examined for trends on the school-created technology platform.				
Part 6b. Complete in February 2015.				
21.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No
22.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5D – Capacity Framework Element - Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Part 1 – Needs Assessment

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| 23. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 24. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

According to the results of the Learning Survey, 26% of the teachers feel that the professional development sessions have not been sustained and coherently focused but rather short-term and unrelated. In light of that fact, and in light of the Chancellor’s Four Pillars, this year, professional learning will be collaborative and integral to the faculty.

Professional development was focused on key components of the Chancellor’s Initiatives and on the Instructional Focus of the school. This year we will increase opportunities for teachers to share and learn from one another. The goal will be to give school leaders an opportunity for input and participation in professional learning. In order to do this we will:

- Develop a Professional Learning Team
- Develop Teacher Teams with specific goals
- Develop a yearly Professional Learning template
- Call on school/teacher leaders to share best practices with the faculty

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, there will be a 35% increase in the number of teachers who will share in distributive leadership roles to improve teacher practice evidenced by presenters listed in leading the professional learning on the yearly Professional Learning plan and sign-in sheets of teacher team members.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
25. Research-based instructional programs, professional development, and/or systems and structures needed to impact change			
26. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).			
27. Strategies to increase parent involvement and engagement			
28. Activities that address the Capacity Framework element of Trust			
A committee will be established to review the needs of the faculty, concentration on our Instructional Focus, and address the trends in data to develop a professional learning plan. All teachers will be	Teachers	Sept - June	Administration, PL Committee

involved in a teacher team with a yearly goal. Key members of the faculty will be asked to continue the work in specified areas.			
Professional learning opportunities will be given to teachers of ELLs, students with disabilities, and lowest third.	Teachers of subgroups	Sept - June	Administration
Activities included within the Professional Learning Plan will be implemented in a risk-free environment using collaboration among the teachers.	Faculty	Sept - June	Faculty, Administration

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Teacher salary; per session;

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy		Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
29. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.				
30. Specify a timeframe for mid-point progress monitoring activities.				
By February, 2015, there will be a 25% increase in the number of faculty taking part in the Professional Learning plan.				
Part 6b. Complete in February 2015.				
31.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No
32.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5E – Capacity Framework Element - Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

Part 1 – Needs Assessment

- | | |
|-----|---|
| 33. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 34. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

After an analysis of student attendance at the after-school program and qualitative data (conversations with parents via PTA/Coffee with the Principal) it was apparent that parents would like a stronger partnership with community-based organizations (CBO)for the social, emotional and well-being of their child.

Although we began our after-school support system for our parents through the use of a community -based organization three years ago (Maspeth Town Hall), we as a school family should strive to provide additional parental/student support. We are not fiscally able to provide a plethora of opportunities for our families and students within the school day beyond what we do already. In order to do so, our priority would be to enlist other agencies through grant opportunities to partner with us.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, the school will coordinate and utilize at least three organizations to provide services for families and students as measured by number of contractual agreements, attendance at school events, and teacher/student participation.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
35. Research-based instructional programs, professional development, and/or systems and structures needed to impact change			
36. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).			
37. Strategies to increase parent involvement and engagement			
38. Activities that address the Capacity Framework element of Trust			
After-school structures will be utilized through the acquisition of grants to impact change in the increased number and effect of community partnerships with our school families.	School families; CBOs	Sept - June	Administrators

Students with disabilities and ELL students will be targeted to participate in the programs.	Students within the subgroups	Sept - June	Administrators
Additional parent workshops will be given by the Parent Coordinator and the coaches to address parental concerns and needs.	Parents/Guardians	Sept - June	Parent Coordinator; Coaches; Administration
We will apply for grants throughout the city to develop a collaborative effort to offer additional services to families .	Faculty to apply for grants; Administrators; Parents	Sept - June	Administrators

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Per session; coaches; parent coordinator; supplies

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy		Title I Basic		Title IIA		Title III	X	Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
39. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.				
40. Specify a timeframe for mid-point progress monitoring activities.				
By February 2015, we will have at least two CBOs working as partners to provide services for our school community.				
Part 6b. Complete in February 2015.				
41.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No
42.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	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.)
English Language Arts (ELA)	<p>Students are identified based on the NY State ELA test and the performance assessment baseline. Elementary school students (gr. K-3) are identified by their Fountas and Pinnell reading scores, as well as the NY City Performance Assessment. RTI services are given to students in kindergarten, first, second and third grade. AIS Services are given to students in grades 6, 7 and 8. Services are given to students with a scaled score below the following: Gr. 6 – 297 Gr. 7 – 301 Gr. 8 - 302</p>	<p>There are three tiers of intervention provided for targeted students. Tier 1 interventions include: differentiated instruction, group instruction, guided group conferring with strategy lessons, and individual conferencing. Tier 2 students receive intervention services at least once a week. They receive iready services at least once a week. Tier 3 intervention services include the services of SETTS, ICT, speech/hearing, occupational and physical therapy. SETTS and ICT teachers. SETTS and ICT teachers push in and follow NYC DOE guidelines. Materials are modified based on students IEPs, teachers collaborate extensively. Additionally an after school program is available for students who are identified as the lowest third. Saturday School is offered to students</p>	<p>Tier 1- small group conferring and instruction. Tier 2- Report to the computer lab with an AIS provider weekly. Students will work on iready.. Tier 3- AIS and SETTS providers meet according to the students IEP After school and before school services are available once a week for grades 6, 7 and 8. Saturday school is available to all students who are in need of Academic intervention.</p>	<p>Tier 1- During the school day students will stay in class or be pulled for RTI/AIS in a separate location by the provider. Tier 2- During the school day Tier 3- During the school day as well as before and after school and in March on Saturday between 9-12.</p>

		before the NY State ELA test.		
Mathematics	<p>Students are identified based on the NY State math test and the performance assessment baseline. Elementary school students (gr. K-3) are identified by their E-cam math scores, as well as the NY City Performance Assessment.</p> <p>RTI services are given to students in kindergarten, first, second and third grade.</p> <p>AIS Services are given to students in grades 6, 7 and 8. Services are given to students with a scaled score below the following: Gr. 6 – 289 Gr. 7 – 290 Gr. 8 - 293</p>	<p>There are three tiers of intervention provided for targeted students. Tier 1 interventions include: differentiated instruction, group instruction, guided group conferring with strategy lessons, and individual conferencing.</p> <p>Tier 2 students receive intervention services at least once a week. They receive iready services at least once a week.</p> <p>Tier 3 intervention services include the services of SETTS, ICT, speech/hearing, occupational and physical therapy. SETTS and ICT teachers. SETTS and ICT teachers push in and follow NYC DOE guidelines. Materials are modified based on students IEPs, teachers collaborate extensively.</p> <p>Saturday School is offered to students before the NY State Mathematics test.</p>	<p>Tier 1- small group conferring and instruction.</p> <p>Tier 2- Report to the computer lab with an AIS provider weekly. Students will work on iready.</p> <p>Tier 3- AIS and SETTS providers meet according to the students IEP . Saturday school is available to all students who are in need of Academic intervention.</p>	<p>Tier 1- During the school day students will stay in class or be pulled for RTI/AIS in a separate location by the provider.</p> <p>Tier 2- During the school day</p> <p>Tier 3- During the school day And in March on Saturday between 9-12.</p>
Science	<p>AIS is directed at students who struggle with science content. Individual and group needs are based on unit pretests.</p>	<p>AIS in science takes place in the classroom. Students who struggle with content are given support through differentiated instruction, scaffolds, and guided group instruction. Individual and group needs are based on unit pretests. Students also meet with their</p>	<p>Tier 1- small group conferring and instruction.</p> <p>Tier 2- AIS and SETTS providers meet according to the students IEP .</p>	<p>Tier 1- During the school day students will stay in class</p> <p>Tier 2- During the school day</p>

		teachers during their lunch periods.		
Social Studies	AIS is directed at students who struggle with social studies content. Individual and group needs are based on unit pretests.	AIS in social studies takes place in the classroom. Students who struggle with content are given support through differentiated instruction, scaffolds, and guided group instruction. Individual and group needs are based on unit pretests. Students also meet with their teachers during their lunch periods.	Tier 1- small group conferring and instruction. Tier 2- AIS and SETTS providers meet according to the students IEP.	Tier 1- During the school day students will stay in class Tier 2- During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Parents and teachers request at risk services for their child. Or the child is mandated for counseling.	The School guidance counselor provides individual and group counseling to at risk students and will monitor progress throughout the year. The part time school psychologist meets with students as her schedule permits. She works with teachers, administrators and parents in order to secure needed services for all students. The social worker meets with students if required by their IEP, maintains contact with parent and investigates additional services and/or support on a needs basis. She participates in month PPC meeting. The social worker conducts social history interviews with parents for initial screenings.	Individual and group counseling	During the school day, individual and group counseling once a week.

		The nurse provides services for all students who have health needs on an ongoing basis as identified. She works with faculty on health related issues and maintains contact with parents/guardians.		
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Section 7: Title I Program Information

Directions:

1. All schools must indicate their Title I status in Part 1
2. All elements of the *All Title I Schools* section must be completed in Part 2
3. All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
4. All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
5. If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
6. For additional information, visit the [Title I Intranet webpage](#)

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. 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.
<p>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.</p> <ul style="list-style-type: none"> • All teachers are given professional development (PD) weekly, 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. • All new teachers are mentored by an experienced and well-developed teacher.

2b. 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).
<ul style="list-style-type: none"> • Our Instructional Focus this year centers on incorporating the Instructional Shifts, namely the Staircase of Complexity and Depth of Knowledge, through the utilization of Close reading and critical thinking to enable all students an opportunity for challenging work and to prepare them to be college and career ready. This instructional goal does not only drive our work in the classroom but it is also incorporated in many of the teacher team goals. • Professional Development is planned collaboratively with lead teachers based on school wide surveys to identify teacher's needs, our Instructional Focus and the Instructional Shifts. • All teachers are given professional development (PD) on a weekly basis, as well as on professional development days dedicated to staff development. • Teachers attend teacher team meetings at least twice a week where units of study are revised, a professional development plan was created and implemented to assist teachers, teacher teams are anchored in student work. • ELL, ICT teachers and elementary school teachers attend ongoing professional development given by the CFN network. • The literacy and mathematics coaches will support teachers and, the Instructional Leadership Team (ILT) will monitor the progress of our Professional Development plan.

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. 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).

Part 4: SWP Schools Only

4a. 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.).

4b. 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.

Teacher teams evaluate the effectiveness of the multiple assessment measures used within the units of study. Assessment results on a class level will be utilized to revise the units of study. Grade level data will inform school wide decisions to improve instruction.

4c. "Conceptual" Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool.	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page #
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		(Refer to Galaxy for FY '15 school allocation amounts.)	references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$433,258	X	12, 16
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal			
Title III, Part A	Federal	\$11,200		
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local	\$4,937,918	X	10, 14, 18

¹Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

1. Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
2. A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

²The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

3. **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
4. **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.

5. **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
6. **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
7. **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
8. **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

9. **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor's Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
10. **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
11. **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
12. **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

(Required for All Title I Schools)

Directions: All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. 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 (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the 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 the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

PS/IS 119 The Glendale Parent Involvement Policy (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. PS/ IS 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 the school and the families. The 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 the school community. PS/IS 119 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 the school community;

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

The 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;
- 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 (SPC) Template

PS/IS 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 with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by 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.



Department of English Language Learners and Student Support

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<http://schools.nyc.gov/Academics/ELL/default.htm>

Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

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.
 - 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.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

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

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input checked="" type="checkbox"/> Before school <input type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: 41
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 checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 1
of certified ESL/Bilingual teachers: 1
of content area teachers: 0

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, FELLs (former ELLs who achieved former ELL status within the past two years) and at-risk students with additional instructional and student support programs, we have supplemented our ESL program with our before and after school 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 their childrens' goals. The ELL provider will be an ESL licensed teacher. Additionally we have purchased an ESL literacy program, "Language Power" published by Teacher Created Materials in order to support our ELLstudents in the morning program. Our school carefully monitors the effectiveness of the morning program and the instructional strategies and activities that go along with the coordination and integration of this morning program.

All 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 a before and after school program program that will use the Language Power supplemental literacy program asa well as the iready computer program. Our program begins before school at 7:15 am. The program will run for 45 minutes and end at 8:00 am. The afternoon program will take place on Wednesday and Thursday after school ends beginning at 2:30 until 3:30. The type of programs that we will use in addition to "Language Power", 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 nine in a group with a total of forty one students in all. Because we have a wide range of ELLS, the program will be differentiated, based on the student's individual levels and needs. The morning program will be offered three times a week by a licensed ESL teacher for a total of 20 weeks. The after school program will be offered two times a week for twenty-two weeks. Both programs will begin in November and end in April. The ESL teacher will monitor the students' progress and offer them assistance as required. The language of instruction will be English.

Additionally our ELL and FELL students (former ELLs who achieved former ELL status within the past two

Part B: Direct Instruction Supplemental Program Information

years) will be offered Saturday school for a total of five weeks in March and April. The program runs between 8:00 AM and 12:00 PM. Students will be given ELA instruction using the Kaplan Testing Program and Math instruction using test prep materials by licensed ELA and math teachers. This program will be available for ELLs and FELLs students in testing grades 3, 6, 7 and 8.

The rationale of why we are using "Kaplan Test Prep" for ELA and the "Language Power" reading program is that it is research-based and has an excellent reputation in developing ELL skills. Additionally the ESL teacher can use the MyON and iready computer based programs. 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 MyON and iready program 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
- 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 using the 2013 NY State ELA test. (8:30 - 2:20).
2. November 4, 2014: RTI Training for ELL students using the iready program.
3. November 4, 2014 : MyON professional development provided by MyON professional developers (3 hours) Differentiating for ELL learners.
4. September-June- (Weekly common planning meetings) Accessing multiple entry points in the units of study for ELLs (42 minutes). The ELL provider will rotate meeting with the middle school 6,7, and 8 general education teachers of ELA to review and assess ELA curriculum and access for ELLs.
5. December 18, 2014 : Network 204 ELL liaison meeting with ESL teacher to continue to strategize supportive ELL strategies to help ELLs in the classroom.

Part C: Professional Development

7. January 23, 2015- New ESL Teacher Cohort Meeting (TBA), ESL Teacher
8. January 30, 2015- ELL Liaison Meeting (TBA), CFN, ESL Teacher
9. March 6, 2015- ELL Liaison Meeting (TBA), CFN, ESL Teacher
10. March 27, 2015- New ESL Teacher Cohort Meeting (TBA) ESL Teacher
11. March 29, 2015- New ESL Teacher Cohort Meeting (TBA) ESL Teacher
12. May 21, 2015- ELL Liaison Meeting (TBA) ESL Teacher

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, the literacy coach and the math coach. Workshops will occur both during the school day and in the evening for parents who work.

Workshops will include review of the Common Core State Standards, student goals in math and literacy, 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 available in all languages. Translation services will also be provided by the NYC DOE, Translation and Interpretation Services and our Spanish and Mandarin teachers. In addition the Parent Coordinator, Seema Boiardi will reach out to targeted parents.

The Workshop schedule will be:

September 18: Curricula Night for all parents to visit students' classrooms and teachers and learn about the ELA, Math, Science, and Social Studies Curricula. Conference will be held between 5:30-8:00 PM.

October 28, 2014: Parent Book Club, with the Parent Coordinator for parent engagement.

October 30 : Coaches workshop on supporting students when working on ELA and Math goals. Conference will be held in the morning 8:30 AM and in the afternoon at 1:00 PM.

November 13: Parent workshop on supporting our ELL's using the MyON, and iready programs at home. Parent Coordinator, 1:00 PM

Part D: Parental Engagement Activities

November 26 - Promotional Criteria for Grades K to 3 What Your Child Should Know by the End of Each Grade

December 17- Parent Workshop with Parent Coordinator, "The Glass Castle," book discussion.

January- Preparing Your Child for the 3rd Grade State Tests in Literacy and Mathematics

January 9, 2015: Parent workshop for attendance and achievement. Parent Coordinator

January 21, 2015: Parent Workshop for meet and greet for ELL parents. Create an ELL community. Parent Coordinator

February 5, 2015- Helping Parents understand the NY State ELA and Math assessment.

February-Components of Balanced Literacy. How to Support Problem Solving in Mathematics

What are the Instructional Shifts in Literacy and Mathematics?

March: Parent workshop led by ESL teacher, "Preparing ELL students for NYSESLAT."

March: Parent workshop led by Literacy and math coach, Depth of Knowledge-

"Higher Level Questioning and Activities in Literacy and Mathematics."

May: Parent workshop led by elementary literacy and math coach, " What Can You Do Over the Summer to Support Learning?" And, "What To Expect for the Next School Year?"

Part E: Budget

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

Allocation Amount: \$ _____

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

Part E: Budget**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$ _____

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

**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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

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

B. Language Allocation Policy Team Composition [i](#) 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%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes, refer to the separate periods in a day in which students are served. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														Tot #
	K	1	2	3	4	5	6	7	8	9	10	11	12	
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. [i](#)

	ELLs by Subgroups									Total	
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
TBE											0
Dual Language											0
ESL	21	0	2	7	0	5	11	0	8	39	

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
Total	21	0	2	7	0	5	11	0	8	39
Number of ELLs who have an alternate placement paraprofessional: <u>1</u>										

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	
	ELL	EP	ELL	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	
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
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/	B	2						3	3	7				

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
SPEAKING	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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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 Government				
Foreign Language				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How 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 [AMAQ 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 strengths 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. [①](#)

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?

- Describe your instructional plan for SIFE.
- Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
- Describe your plan for ELLs receiving service 4 to 6 years.
- Describe your plan for long-term ELLs (completed 6+ years).
- 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

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

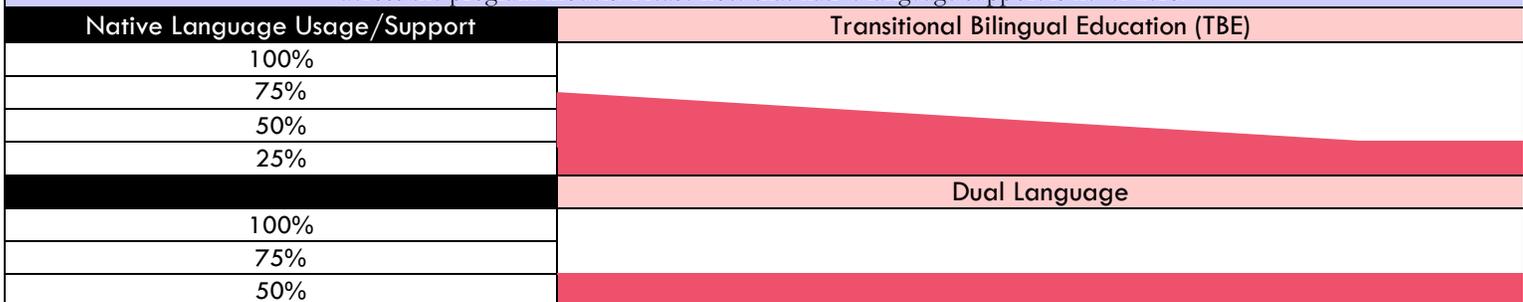
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

Native Language Usage and Supports

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



25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

B. Programming and Scheduling Information--Continued

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 diiferentiate 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.