

**2013-2014**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**  
**UPDATED 2014-2015**

**School Name:** P.S. 119  
**DBN (i.e. 01M001):** 08X119  
**Principal:** LYDIA TYNER  
**Principal Email:** LTYNER@SCHOOLS.NYC.GOV  
**Superintendent:** KAREN AMES  
**Network Leader:** STEVEN CHERNIGOFF

### School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor's Regulation A-655, available on the NYC DOE Web site.

**Directions:**

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk\*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature\*\*.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Lydia Tyner	*Principal or Designee	
Karen Aldorando	*UFT Chapter Leader or Designee	
Sandra Mohabir	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Maggie Arak	Member/ Teacher	
Sarah Boxer	Member/ Teacher	
Joan Giardina	Member/ Teacher	
Gina Marcasciano	Member/ Teacher	
Silvia Cruz	Member/ Parent	
Beatrice Alonso	Member/ Parent	
Jenifer Jewth	Member/ Parent	
Claribel Nuñez	Member/ Parent	
	Member/	

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

# **Comprehensive Education Plan (CEP) Requirements**

## **Which Schools Need to Complete the CEP?**

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

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

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

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative data in providing the rationale for each goal.
- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Cite the strategies and activities within each goal and action plan requires your school to in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

## **School Receiving Title I Funds**

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

## CEP Checklist

### **All Schools**

Indicate using an "X" in the box to the left of each section that the section has been completed

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

## Goal and Action Plan #1

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

### **Annual Goal #1**

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

By June 2015, teachers will plan and create classroom environments in which effective instruction engages virtually all students. Student outcomes will be aligned with Common Core Learning Standards. Instructional objectives and learning activities will support students in meeting grade level expectations. This will be evidenced by 20% more teachers rated effective or highly effective within Danielson Domains 1 and 3.

### **Comprehensive Needs Assessment**

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

#### **New York City School Quality Snapshot 2013-14 – Student Progress ELA**

- Early grade Progress ELA – 1.75 **Approaching Target**
- ELA Median Adjusted Growth Percentile, School's Lowest Third –80.5 **Exceeds the Target**
- Adjusted Median Growth Percentile Grade 4 and 5 ELA 4 – 67.5 **Exceeds the Target**

#### **New York City School Quality Snapshot 2013-14– Student Progress Math**

- Early grade Progress Math – 1.88 Approaching the Target
- Math Median Adjusted Growth Percentile, School's Lowest Third --70.0 **Approaching Target**
- Adjusted Median Growth Percentile Grade 4 and 5 Math– **Meets the Target**

#### **New York City School Quality Snapshot 2013-14– Student Achievement**

- 23% of students scored in level 3 and 4 on the NYS ELA Exam – **Approaching Target**
- 32% of students scored in level 3 and 4 on the NYS Math Exam – **Approaching Target**
- ELA Average Student Proficiency 2.39 **Approaching Target**
- Math Average Student Proficiency 2.64 **Approaching Target**
- Middle School Adjusted Core Course Pass Rate of Former Students – 94.1 **Exceeding the Target**

### **Instructional Strategies/Activities**

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

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

1. Develop Professional Learning Plan to align professional activities with standards, curriculum and instructional focus
2. Create a professional development plan that includes school wide inquiry, study groups, assessment, norming activities and Danielson Domain 3;
3. Frequent Informal observations and feedback from administrators;
4. Individual conferences, co-planning, lesson demonstrations, support and peer feedback from instructional coaches;
5. Partnership (16 visits) with Teachers College Inclusive Classroom project for ESL and ICT Teachers;
6. Early grade ESL/ICT study group to scaffold CCLS curriculum, in cooperation with Network 607 talent coach;
7. Creation of checklists and rubrics for peer, coach and administrative feedback;
8. Monthly newsletter with focus on instructional excellence and shared ideas;
9. Conduct frequent, informal ongoing assessments to provide students with immediate constructive feedback during class, group and individual meetings, conferences and on written work.
10. Initiate a weekly "Express Yourself Club" for ELL students

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

1. Lower and upper-grade instructional coaches, administrators, network talent coaches, TCICP staff consultant, faculty members with specific expertise, classroom teachers

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

1. Baseline MOSLs, Performance Based Assessments in literacy, end-of-unit assessments in literacy and math, student notebooks and class-work, guided reading

notes, Fountas and Pinnell assessments, attendance rate. School Leadership Team, Principals Cabinet, Grade Leaders and Faculty will review progress monthly and propose plan adjustments based on current progress.

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

1. September 2014-June 2015

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

1. Instructional coaches' salaries are paid with a combination of Title I for upper grades coach and Title I and Title IIA for the lower grades coach; tax levy and Title I monies used for citywide instructional and MOSL assessment and curriculum planning and for after-school per session and training rate for teachers and coaches

***Strategies to Increase Parental Involvement***

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

- PS119.net Website
- Parent Room and Classroom Open House
- ELL Parent Orientation
- Publishing Parties and Multicultural Classroom Celebrations
- School-wide Celebrations
- ParentCorps parenting education program
- Promise Zone, in Partnership with Visiting Nurse Services. Mental health and other services for at-risk families.
- Family Fun and Learning Night
- Monthly Grade Curriculum Meetings
- Monthly Honors Assemblies
- Family Room Classes: ESL, Computer, Learning Leader Workshops, Parent Initiated Workshop
- PreK Nutrition Workshops
- Parent translators, language interpretation
- Father Daughter Dance
- Movie Night
- Learning Leaders/ Classroom Volunteers
- Parent Trips/ Class Trip Chaperones
- Adult Education- ESL Class

***Budget and Resource Alignment***

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

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

X Tax Levy ELA support

## Goal and Action Plan #2

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

### Annual Goal #2

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

By June 2015, faculty will address the needs of all learners by reviewing the curriculum and student work at regular intervals to narrow the gap between what the standards require and what students know and are able to do. Revisions will result in students engaging in the instructional focus of *displaying intellectual independence as they explore conflicting views, infer, argue, and solve complex problems*. Administrators will evaluate curriculum revisions by observing student engagement as evidenced in class participation and student work.

### Comprehensive Needs Assessment

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

#### **New York City School Quality Snapshot 2013-14 – Student Progress ELA**

- Early grade Progress ELA – 1.75 **Approaching Target**
- ELA Median Adjusted Growth Percentile, School's Lowest Third –80.5 Exceeds the Target
- Adjusted Median Growth Percentile Grade 4 and 5 ELA 4 – 67.5 Exceeds the Target

#### **New York City School Quality Snapshot 2013-14– Student Progress Math**

- Early grade Progress Math – 1.88 Approaching the Target
- Math Median Adjusted Growth Percentile, School's Lowest Third --70.0 **Approaching Target**
- Adjusted Median Growth Percentile Grade 4 and 5 Math– Meets the Target

#### **New York City School Quality Snapshot 2013-14– Student Achievement**

- 23% of students scored in level 3 and 4 on the NYS ELA Exam – **Approaching Target**
- 32% of students scored in level 3 and 4 on the NYS Math Exam – **Approaching Target**
- ELA Average Student Proficiency 2.39 **Approaching Target**
- Math Average Student Proficiency 2.64 **Approaching Target**
- Middle School Adjusted Core Course Pass Rate of Former Students – 94.1 Exceeding the Target

### Instructional Strategies/Activities

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

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

- Establish school-wide inquiry to study successful revisions to ReadyGen:
- Select one clear and stated teaching point for each reading lesson. Make sure that all instruction activities, outcomes and assessments relate to this objective and that it is clear whether each student has learned it.
- Choose and guide discussion types. Select one type of question for first and second reads (either Craft and Structure, Key Ideas and Details, Introduction of Ideas or Vocabulary in Context.)
- Focus instruction in vocabulary with the word, its pronunciation and the context in which it was used.
- Plan teacher modeling of text based conversation to emphasize the importance of text based evidence.
- Plan small group differentiation following teacher modeling.
- Plan for writing in response to reading including writing workshop to support performance based assessments.
- Schedule additional Writing Workshop for genre writing and self-prompted writing.
- Create a group of special education and ESL teachers to further refine lesson plans to create tasks and multiple entry points for the ReadyGen curriculum.
- Enlist the support of Network 607 Learning Specialist to support our work with these subgroups

Establish Intervention period for students in grades 1-4

- Launch a poster and loudspeaker campaign encouraging students to answer using “R.A.D.” technique (reword the question, answer it, provide a detail);
- Publicize instructional focus with students
- Facilitate participation in differentiated professional development opportunities throughout the year.
- To encourage conversations in mathematics, students will engage in the Math Problem of the Week, “Math Talk” and “Share and Show” in the Go Math series.
- For continuity of instruction across the grades, the P.S. 119 Interactive Glossary of Literary Terms will be used within the classroom to develop a shared understanding of key literary terms, reading strategies and other definitions.

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

1. Principal
2. Assistant Principals
3. Instructional Coaches
4. Grade Leaders
5. Data Specialist
6. All Teachers

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

1. Baseline MOSLs, Performance Based Assessments in literacy, end-of-unit assessments in literacy and math, student notebooks and class-work, guided reading notes, Fountas and Pinnell assessments, attendance rate. School Leadership Team, Principals Cabinet, Grade Leaders and Faculty will review progress monthly and propose plan adjustments based on current progress.

**4. Timeline for implementation and completion including start and end dates**

1. September 2014 – June 2015

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

1. Instructional coaches’ salaries are paid with a combination of Title I for upper grades coach and Title I and Title IIA for the lower grades coach; tax levy monies used for citywide instructional and MOSL assessment and curriculum planning and for after-school per session and training rate for teachers and coaches; 3 SETSS teachers provide at-risk SETSS funded by tax levy fair student funds; early grades intervention teacher is funded with school support funds and the upper grades AIS teacher is funded with fair student funding. The consultant teachers in grades K, 1, and 3 are paid with Title II A supplementary funds and Title I (Grade 3) and school support SUPP; the ESL pull-out teachers are paid with Fair Student Funding. Differentiated after-school test sophistication on Mondays (2 hours per week) for Levels 2 and 3 students us funded with tax levy Math student support funds; Level 1 and 2 students on Saturdays funded by tax levy student support for overage students and Title 1 funds

**Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP).

- PS119.net Website
- Parent Room and Classroom Open House
- Publishing Parties and Multicultural Classroom Celebrations
- School-wide Celebrations
- ParentCorps parenting education program
- Promise Zone, in Partnership with Visiting Nurse Services. Mental health and other services for at-risk families.
- Family Fun and Learning Night
- Monthly Grade Curriculum Meetings
- Monthly Honors Assemblies
- Family Room Classes: ESL, Computer, Learning Leader Workshops, Parent Initiated Workshop
- PreK Nutrition Workshops
- Parent translators, language interpretation
- Father Daughter Dance
- Movie Night
- Learning Leaders/ Classroom Volunteers
- Parent Trips/ Class Trip Chaperones
- Adult Education- ESL Class

**Budget and Resource Alignment**

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

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

X Tax Levy ELA support; tax levy support for overage students; ARRA RTT Data specialist

### Goal and Action Plan #3

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

#### **Annual Goal #3**

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

Teacher teams will address the diverse needs of students by designing learning tasks that are aligned with the desired instructional outcome. Teacher teams in grades 1-4 will utilize their knowledge of students to match research based intervention programs to students performing below grade level to ensure that all make adequate progress in meeting the Common Core standards. 80% of students in grades 4 and 5 who scored between 1.8 and 1.99 on the Spring 2015 NYS Exam in ELA will score a level 2 or higher and students who performed between a 2.7 and 2.99 will achieve a level 3 or higher.

#### **Comprehensive Needs Assessment**

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

##### **New York City School Quality Snapshot 2013-14 – Student Progress ELA**

- Early grade Progress ELA – 1.75 **Approaching Target**
- ELA Median Adjusted Growth Percentile, School's Lowest Third –80.5 Exceeds the Target
- Adjusted Median Growth Percentile Grade 4 and 5 ELA 4 – 67.5 Exceeds the Target

##### **New York City School Quality Snapshot 2013-14– Student Progress Math**

- Early grade Progress Math – 1.88 Approaching the Target
- Math Median Adjusted Growth Percentile, School's Lowest Third --70.0 **Approaching Target**
- Adjusted Median Growth Percentile Grade 4 and 5 Math– Meets the Target

##### **New York City School Quality Snapshot 2013-14– Student Achievement**

- 23% of students scored in level 3 and 4 on the NYS ELA Exam – **Approaching Target**
- 32% of students scored in level 3 and 4 on the NYS Math Exam – **Approaching Target**
- ELA Average Student Proficiency 2.39 **Approaching Target**
- Math Average Student Proficiency 2.64 **Approaching Target**
- Middle School Adjusted Core Course Pass Rate of Former Students – 94.1 Exceeding the Target

#### **Instructional Strategies/Activities**

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

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

- Inquiry Teams will create assessments and develop tasks to move targeted students toward making AYP;
- AIS, SETSS, ESL teachers will work with classroom teachers to ensure that small group work is supporting students in the larger classroom;
- ESL Sheltered Immersion teachers and special education teachers will collaborate to ensure that work is scaffolded to allow access to the grade-level curriculum.
- Teacher/Student Conferences will provide time for individualized, direct instruction and allow teachers to determine if learning tasks are accessible and challenging for individual students.
- Teachers will review student work on MOSLS and Performance Based Assessments to target areas of need and plan instruction to address identified needs.
- After School Professional Development,
- During Common Planning, grade level teams review tasks and student work to determine next steps.
- Purchase and implement perpetual sight licenses for Imagine Learning to support language development
- Identify eligible students for differentiated interventions;
- Invite selected students to participate in a Saturday Academy and after school test prep classes program;

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

1. Classroom teachers, AIS teachers, Instructional Coaches, Character Education Teachers, Guidance , Inquiry Teams; Testing Coordinator

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

1. Baseline MOSLs, Performance Based Assessments in literacy, end-of-unit assessments in literacy and math, student notebooks and class-work, guided reading notes, Fountas and Pinnell assessments, attendance rate. School Leadership Team, Principals Cabinet, Grade Leaders and Faculty will review progress monthly and propose plan adjustments based on current progress.

**4. Timeline for implementation and completion including start and end dates**

1. September 2014- June 2015

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

1. Instructional coaches' salaries are paid with a combination of Title I for upper grades coach and Title I and Title IIA for the lower grades coach; tax levy monies used for citywide instructional and MOSL assessment and curriculum planning and for after-school per session and training rate for teachers and coaches; tax levy funds for Testing Coordinator
2. AIS teachers salaries are paid with Title I funds.

**Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

- PS119.net Website
- Parent Room and Classroom Open House
- Publishing Parties and Multicultural Classroom Celebrations
- School-wide Celebrations
- ParentCorps parenting education program
- Promise Zone, in Partnership with Visiting Nurse Services. Mental health and other services for at-risk families.
- Family Fun and Learning Night
- Monthly Grade Curriculum Meetings
- Monthly Honors Assemblies
- Family Room Classes: ESL, Computer, Learning Leader Workshops, Parent Initiated Workshop
- PreK Nutrition Workshops
- Parent translators, language interpretation
- Father Daughter Dance
- Movie Night
- Learning Leaders/ Classroom Volunteers
- Parent Trips/ Class Trip Chaperones
- Adult Education- ESL Class

**Budget and Resource Alignment**

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

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

## Goal and Action Plan #4

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

### Annual Goal #4

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

### Comprehensive Needs Assessment

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

- 2012-13 Early grade

### Instructional Strategies/Activities

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

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

- 

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

1.

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

1.

#### **4. Timeline for implementation and completion including start and end dates**

1.

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

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### Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

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### Budget and Resource Alignment

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

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

## Goal and Action Plan #5

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

### **Annual Goal #5**

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

### **Comprehensive Needs Assessment**

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

### **Instructional Strategies/Activities**

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

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

1.

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

3.

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

1.

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

1.

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

1.

### **Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

### **Budget and Resource Alignment**

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

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



social skills. Students are grouped according to specific need and meet once per week or more often as required.

- Peer Mediation groups are used to address and rectify bullying issues throughout the school. Students are given a healthy opportunity to express their feelings in appropriate ways.
- The Student Council works to develop ways to raise student morale and increase a sense of belonging. The emphasis is on community matters and uniting students through celebratory days of fun and creativity.
- The Green Team is comprised of fifth grade students who address local (school wide) environmental issues, including ways to recycle, reuse, and reduce refuse throughout the school. Matters of global significance and their impact on the local environment are also discussed on a weekly basis. Students perform weekly inspections of classrooms to ensure that receptacles are properly used.
- Social-Emotional Groups are designed for children who have exhibited extreme shyness and a hesitation to be a part of the school society. These children are given the opportunity to let their guard down and be themselves in a safe, nurturing, small-group environment.

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

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

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

**Title I Status**

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

**All Title I Schools**

**Highly Qualified Teachers (HQT)**

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
98% of Teachers are highly qualified. We have a 94% retention rate. Most teachers who leave do so because they retire. We have a hiring committee to review resumes, interview and evaluate demo lessons. References are checked. Once hired, teachers are greeted by the UFT and social committee and assigned mentors. If a teacher is not eligible for formal mentoring they will find support in the grade level team, instructional coach and parents.

**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).
P.S. 119 has recruited and retained a faculty of experienced and collaborative teachers, many of whom have areas of special expertise. Our goal is to share best practices through peer coaching to accelerate success. Professional Inquiry groups allow teachers to design instructional strategies to improve achievement. Two instructional coaches, one for early childhood and the other for the upper grades, design professional experiences in response to student needs. Our Network 607 provides substantial professional opportunities for all members of the staff. Administrators, faculty and staff also participate in NYCDOE ongoing workshops to explore the Common Core. Consultants from Arts organizations and higher education provide additional opportunities for adult learning.
Creative programming and calendar changes allow faculty and staff time to meet during the workday. Collaborative planning groups, workshops, inter-visitations, fishbowl demonstrations, grade meetings, grade leader meetings, faculty meetings, Inquiry groups, SESIS writing take place on a weekly, bimonthly or monthly basis.

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

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <b><u>the intent and purpose</u></b> programs whose funds are consolidated ( i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
P.S. 119 has written plans which guide us in providing services to students with disabilities, English language learners, immigrants, students requiring academic intervention services, attendance improvement, and Positive Behavior Interventions and Supports. Though we consolidate funds to maximize their usefulness, we follow the plan to provide the most effective services. Our STH funds are used to partially staff a school aide who coordinates school resources for children in temporary housing.

**SWP Schools Only**

**Transition Plans to Assist Preschool Children (Elementary Schools Only)**

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).
Prekindergarten families participate in ParentCorps, a family centered, school-based intervention designed to promote self-regulation and learning for all children entering kindergarten. The goal of this program is to promote kindergarten achievement through effective parenting and classroom management practices. Parents participate in mandatory workshops: Understanding Your Child's Developmental Stages Parent Prekindergarten Orientation (separation anxiety is addressed ) Child Abuse Prevention CPR and First Aid Kindergarten Readiness and Orientation Fire Safety (NYFD) Nutrition Workshop (Cornell University) The Prekindergarten Family Worker coordinates family meetings when needs arise The Prekindergarten Social Worker observes children and provides follow-up services as needed

**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.

Assessment measures at P.S. 119 include State & city mandated assessments, as well as curriculum embedded testing, running records and other formative assessments. School committees, including the MOSL Selection Committee, principal's cabinet, and School Leadership Team discuss options for the upcoming year, beginning in the spring and continuing through the Summer. Collaborative planning periods are used throughout the year to plan for upcoming classroom assessments, and to look at student work. Our academic coaches provide support and professional development in these collaborative planning times, and through ongoing support throughout the school day

**TA Schools Only**

**Use of Program Resources**

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

**TA Coordination with the Regular Program**

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

**Directions and Guidance for Developing and Updating the  
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

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**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 our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support men asserting leadership in education for their children, including parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand
- Here at P.S. 119, we have in place several programs and initiatives that promote parent involvement in our school. Listed are a few examples of the programs and events we offer to our parents:
  - Parent Orientation Meeting
  - Back to School Day
  - Parent Workshops

- Parent Corps for Pre-K and Kindergarten families
- Fun Learning Family Night
- ESL Classes
- Bilingual Classes
- Basic Computer Training
- Parent Volunteering
- Father-Daughter Dance

**Parent Orientation Meeting:** At the beginning of the school year we hold this meeting to inform parents and bring awareness about city and state assessments as well as the Common Core Standards. We inform our parents of any new policies and initiatives that will affect the education of their children. It is important for us to make sure our parents are well informed to start off our school year on the right track.

**Back to School Day:** This event is designed for parents to have a chance to meet with their child's teacher. During this event the teacher will inform the parent of the classroom expectations, curriculum, and other information. We use this event as an opportunity to build connections and strong communication between teachers and parents; this way parents and teachers can be on the same page to start the school year.

**Parent Workshops:** These monthly workshops are designed to provide parents with access to the school curriculum, and the several skillsets that their child will have to master throughout the school year. Furthermore, we also provide them with information that will be useful to parents, and how to access this information. We hold workshops in math, literacy, science, and ARIS Parent Link. We also share helpful hints and tips that parents can use to help their child at home.

**Fun Learning Family Night:** It is a program where parents and children attend various workshops that span different disciplines. We provide math and science workshops, as well as arts and crafts, gym, and other fun games. Our hope is that both parents and children come out with a delightful, yet enlightening shared experience.

**ESL/Bilingual Classes:** We offer English classes to our parents and community. Language sometimes can be a barrier that can stymie the connection between parent and teachers and the school. By providing these adult education courses, we hope to strengthen the connection our parents have with our school and also improve communication between parents and the school. In addition, parents can be more comfortable working and helping their children with schoolwork.

**Basic Computer Training:** This program is used to provide materials and training for our parents to improve their computer skills. The use of technology has become more widespread as an educational tool for our students; therefore, it is our belief that parents should be provided with computer training in order to further help their children with their education.

**Parent Volunteers:** Parents volunteer throughout the school day. Whether assisting teachers, monitoring the halls or the cafeteria, our parents become directly involved with the day-to-day activities of school life. This allows parents to be more involved with their children's education by experiencing it up-close. Parent volunteers are trained and certified through the Learning Leaders program.

**Father-Daughter Dance:** We hold this event in June and it offers a special night between fathers and their daughters. This event has gained popularity and it is a great way to accentuate the bond between father and daughter, creating lasting memories. This semi-formal event has been a success over the past four years.

**Communicating with families:**

- P.S.119.net, - website serves to provide parents and the community with the following: calendar of events, important notices, school policies, quick internet links to important resources and teacher pages
- Encourage communication between home and school using the P.S. 119 Student Agenda /Planner
- Reach out to families using our automated phone call system to keep them informed of important announcements

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

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

**I. School Responsibilities**

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

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

***Support home-school relationships and improve communication by:***

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

***Provide parents reasonable access to staff by:***

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

***Provide general support to parents by:***

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;

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

**II. Parent/Guardian Responsibilities:**

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

**III. Student Responsibilities:**

- attend school regularly, arrive on time and be prepared for the day;
- participate in class and small group discussions by listening well to others and expressing my ideas clearly;
- complete my classwork and homework to the best of my ability 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.

**DBN: 08X119**

**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 codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) 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 consolidated<sup>2</sup>. **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 # references where a related program activity

		(Refer to Galaxy for FY '15 school allocation amounts.)	has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$728,832.06	X	See action plan
Title I School Improvement 1003(a)	Federal	\$16,961	X	See action plan
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal	\$259,334.00	X	See action plan
Title III, Part A	Federal	\$29,528.00	X	See action plan
Title III, Immigrant	Federal	\$6,407.00	X	See action plan
Tax Levy (FSF)	Local	\$4,844,131.00	X	See action plan

**<sup>1</sup>Explanation/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:

- 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.
- 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.

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

- **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).
- **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.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **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.
- **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.
- **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:

- **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.
- **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.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **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.

**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 <b>08</b>	Borough <b>Bronx</b>	School Number <b>119</b>
School Name <b>PS 119X</b>		

### 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 <b>Lydia Bassett Tyner</b>	Assistant Principal <b>Delynn Ramos</b>
Coach <b>Joan Giardina</b>	Coach <b>Kelly Larkin</b>
ESL Teacher <b>Jeanne Piro</b>	Guidance Counselor <b>Carmen Marrero</b>
Teacher/Subject Area <b>Brenda Barrios/ESL</b>	Parent <b>Sandra Mohabir</b>
Teacher/Subject Area <b>Rachel Druker/ESL 5<sup>th</sup> grade</b>	Parent Coordinator <b>Lourdes Flores</b>
Related Service Provider <b>Denise Konnari</b>	Other <b>Sarah Esses/ ESL 1<sup>st</sup> grade</b>
Network Leader(Only if working with the LAP team) <b>Elmer Myers</b>	Other <b>Corina Carrieri/ ESL 3<sup>rd</sup> grade</b>

### 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.	<b>11</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>2</b>	Number of teachers who hold both content area and ESL certification	<b>0</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified NLA/foreign language teachers	<b>0</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	<b>1</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>4</b>	Number of special education teachers with bilingual extensions	<b>0</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>965</b>	Total number of ELLs	<b>232</b>	ELLs as share of total student population (%)	<b>24.04%</b>
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# Part II: ELL Demographics

## A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
self-contained	1	2	2	2	1	1								9
Pull-out	1	2	1	2	1	2								9
<b>Total</b>	<b>2</b>	<b>4</b>	<b>3</b>	<b>4</b>	<b>2</b>	<b>3</b>	<b>0</b>	<b>18</b>						

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	232	Newcomers (ELLs receiving service 0-3 years)	188	ELL Students with Disabilities	27
SIFE	0	ELLs receiving service 4-6 years	41	Long-Term (completed 6+ years)	3

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	188	0	22	41	0	4	3	0	1	232

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		
<b>Total</b>	<b>188</b>	<b>0</b>	<b>22</b>	<b>41</b>	<b>0</b>	<b>4</b>	<b>3</b>	<b>0</b>	<b>1</b>	<b>232</b>
Number of ELLs who have an alternate placement paraprofessional: _____										

**C. Home Language Breakdown and ELL Programs**

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
<b>TOTAL</b>	<b>0</b>													

\*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																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	<b>0</b>																			

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

**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	10	46	36	27	9	9								137
Chinese	0	0	1	1	0	0								2
Russian														0
Bengali	5	13	12	8	5	8								51
Urdu														0
Arabic	5	10	3	10	6	1								35
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	0	1	4	1	0	1								7
<b>TOTAL</b>	<b>20</b>	<b>70</b>	<b>56</b>	<b>47</b>	<b>20</b>	<b>19</b>	<b>0</b>	<b>232</b>						

## 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)	9	25	12	7	4	3								60
Intermediate(I)	2	25	19	14	8	6								74
Advanced (A)	9	18	24	26	11	10								98
Total	<b>20</b>	<b>68</b>	<b>55</b>	<b>47</b>	<b>23</b>	<b>19</b>	<b>0</b>	<b>232</b>						

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	<b>B</b>													

**NYSESLAT Modality Analysis**

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

**NYS ELA**

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	16	7	0	0	23
4	13	12	0	0	25
5	23	1	1	0	25
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

**NYS Math**

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	13		10		2		0		25
4	15		9		3		0		27
5	26		2		2		1		31
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

**NYS Science**

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	4		6		5		4		19
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.

P.S. 119 uses the Fountas & Pinnel Leveling system as well as a Performance Based Assessment as a baseline assessment. The assessments provide information on the child's proficiency in phonics, fluency, comprehension, conventions and spelling. The assessments

help assign children to particular reading levels that reflect their ability to read and comprehend. Each level reflects special challenges and "next steps" for the instructor. This prescription allows teachers to differentiate and to set goals for individual children and groups of children.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
Our largest concentration of ELLs are in the 1<sup>st</sup> and 2<sup>nd</sup> grades. Their proficiency levels are equally split among Beginner, Intermediate, and Advanced. In Kindergarten, the levels are polarized between Beginner or Advanced. In the upper grades (3,4,5) the majority of the ELLs are Advanced or Intermediate.
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](#))  
RNMR report is not available as of November 14, 2013.
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?

Across the grades, we notice that our ELLs make progress and usually grow in their language proficiency at least one level as compared to the Lab-R or previous NYSESLAT results. ELLs in the younger grades tend to make greater leaps than the students in the upper grades. This may be due to the differences in requirements to achieve Advanced and Proficient that exists between the K/1 NYSESLAT and 2-4 NYSESLAT. Instruction is given in English, and many of our ELLs only have oral proficiency in their native language. Oral language support is given to those students who benefit from the native language translation. Beginner Spanish speaking students are part of a pull-out group where native language instruction is implemented and used to help in the acquisition of the English (L2). Native language instruction is also utilized during push-in sessions. Students who have native language literacy skills are given the opportunity to write and read in their language. Tests are administered in English, but when possible, native language is provided. However, only a small minority of our ELLs have been found to be successful in testing in their L1. Many students in the lower grades are more exposed to the foundational language skills because most of their peers are in the emergent stages of reading as well. Many students in the early childhood grades start off as beginners and end the year scoring Advanced. Due to the requirements of the 3-5 curriculum, the exposure to phonics and decoding instruction is limited and reserved for small group or ESL pull-out periods. To date, the school has not administered the ELL Periodic Assessment but will be doing so in the near future. We plan on using the results to target specific needs highlighted in the Data Analysis and restructuring our groups based on those skills.

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](#).)  
RTI is built into our Common Core curriculum. Our core curriculum allows for teachers to monitor progress and understanding and provide daily Tier 2 intervention. All of our ELLs receive Extended Day and/or AIS support. During these sessions, Tier 2 intervention is implemented and teachers monitor progress and administer assessments to gauge individual student needs. Student work is analyzed and discussed and in the near future, ELLs in need of Tier 3 interventions will be brought up to Child Study. Our goal is to target those students through our support services to prevent the need for Tier 3.
6. How do you make sure that a child's second language development is considered in instructional decisions?  
Teachers in our school share and discuss strategies that can be implemented to provide many entry points for our ELLs to participate in the rigorous curriculum. The curriculum has been modified with the ELLs in mind in order to have our ELLs actively meeting the standards. Teachers of ELLs meet in groups as well as with their grade teams to plan lessons that will engage our ELLs.
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?

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).  
On all proficiency levels, ESL teachers implement differentiated instructional strategies and address individual learning styles. Ongoing assessments, portfolios, and anecdotal notes all inform the teacher when a student has reached a new proficiency level, or is experiencing a delay in language development. Instruction is therefore constantly striving to meet the needs of our ELLs as they move along the proficiency continuum. End of year standardized test results such as the ELA and Math exams informs us of whether or not our ELL's are receiving adequate support. During the year, our inquiry groups based around our ELL population research and implement good practices that can be incorporated into our current programs. Although our ELL's may not perform at grade level, if

they make a year's progress in reading (for example, an A level student ending the year at a level E), that is a success. Data from the NYSESLAT and increased proficiency levels are also indicators for our programs' success.

## 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](#).)  
During registration at the beginning of the school year, all parents of newly admitted students to the New York City Public School system must complete the Home Language Identification Survey. The HLIS indicates which language the child speaks at home and which is most dominant in the child's life; it is used as the criteria for testing the newly admitted students who may be eligible for bilingual services. Beginning in September of 2010, we initiated improvements in our registration process to guarantee a higher rate of accuracy when completing the HLIS forms. Any parents with children who were newly admitted to the NYC school system were enrolled by two ESL teachers who conducted the intake process separately from other students. The ESL teachers could more readily interview the family, assess their needs and answer their questions without confusion. We also utilize staff and parent volunteers who can serve as interpreters to parents who may not speak English and/or may not read their native language. Depending on how the parents answer the HLIS, we decide if the student is eligible to be tested or not. If the parents indicate that the home language is English, the student is registered in the general education program. If the dominant language is something other than English, the LAB-R is administered to the new admits (Transfer students from another NYC school should already have HLIS forms and test scores in ATS). After completing all the necessary research in ATS, two ESL teachers in our school, Jeanne Piro and Brenda Barrios, test all of the eligible students and hand-score the tests. A student who scores below Proficiency levels at a Beginning, Intermediate, or Advanced Level is considered an English Language Learner and is noted as such for further placement.
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.  
PS 119 has several structures in place to ensure that parents understand all three program choices (Transitional Bilingual Education, Dual Language, and Freestanding ESL). After reviewing all of the HLIS forms and subsequently LAB testing all eligible students, we determined the entitled ELL population and sent out Entitlement Letters to inform parents of their students' program eligibility. These letters were distributed in different languages: Spanish, Bengali, Chinese, French, Arabic, and Urdu. The letters also invited the parents to attend an Orientation Session. At the orientation, the families watched a film which gave them information about bilingual/ELL services offered by the NYC school system. After viewing the film, the parents asked many questions about the different choices available to their children. Mrs. Tyner then addressed the audience and outlined the educational programs and services available. Translation about the services were provided in Spanish and Bengali, our two dominant languages of the ELLs. At the end of the orientation, the parents were asked to complete the Parent Survey and Program Selection Form on which they indicated their choice for language instruction.
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 [\[see tool kit\]](#).)  
Upon registration, parents are informed of the ELL Orientation Session. After we score the LAB tests and we have ascertained who our ELL population is, we distribute the Entitlement Letters during the school day for the students to bring home. This school year we have already conducted three sessions in order to provide the information to all the parents. The ESL teachers, Ms. Piro and Ms. Barrios, also utilize school events such as Parent Association meetings and workshops to target parents who may have not attended the Orientation Sessions. The ESL teachers and Ms. Flores, the Parent Coordinator, also continue to reach out to parents with many phone calls inviting them into school to discuss their children's language instruction options. The Parent Surveys are completed in person, in the presence of the ESL teacher and stored at the school. The original is placed in the student's cum files and copies are maintained by the ESL teachers.

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.  
Students identified as ELLs are placed in self-contained ESL classes. After the parents fill out the Program Selection form, students are placed accordingly. For the current year, all of our parents have chosen Freestanding ESL as their first choice and all ELLs are receiving ESL services.
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.  
The NYSESLAT will be administered to all ELLs by an ESL teacher this year. Most of our ELLs are in a self-contained class and will have the test administered by their ESL licensed classroom teacher. Students who are not in a self-contained class will be grouped by grade and will take the NYSESLAT with an ESL teacher in a separate classroom. Any students with testing modifications will be tested according to those mandates.
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.   
For the current year, 100% of our parents have chosen Freestanding ESL as their priority. In the past, this has been the trend, with maybe a handful of parents choosing Bilingual or Dual Language. Our school has hired more ESL teachers to accommodate the growing number of ELLs in self-contained classes.

## 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])?

P.S.119x uses a combination of different models in order to ensure the success of our ELLs. Most of our ELLs are placed in self-contained classes with a licensed ESL/Bilingual teacher. Students in these classes receive Extended Day as well as AIS services. Students placed in general education classes (a small percentage of students, made up mostly of Advanced ELLs) receive a combination of pull-out/push-in services from an ESL teacher. Those students receive Extended Day as well. The self-contained as well as pull-out groups are heterogenous. Pull-out groups may contain more than one grade (for example, a pull-out group may contain 1<sup>st</sup> and 2<sup>nd</sup> graders). Self-contained classes travel as a group, and some teachers streamline their ELLs during the Literacy Block in order for the specific child to get more individualized instruction. Students in the self-contained classes may also receive extra support via push-in or pull-outs or be part of the Newcomers group.

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 majority of our ELLs are placed in a self-contained class with a licensed ESL/Bilingual classroom teacher. For students in general education classes, they received their mandated number of instructional minutes through push-in/pull-out/extended day instruction from an ESL licensed teacher.

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.

The school implemented a CCLS aligned curriculum 2 years ago. Currently, the school is using Go Math and ReadyGen for the Math and Literacy instruction. Instruction is mostly given in English; however, teachers use the native language (mostly Spanish, when possible Bengali and Arabic) as an entrance way. Where cognates and translations can benefit an individual student, they are used. CCLS promotes student- led discussions, which is the most accessible way for ELLs to become engaged during the Newcomer silent period. Authentic discussions are central to our lessons and allow all students an entry point into the lessons. The school also utilizes a variety of materials and technology such as videos, Ipad's, computer programs, and manipulatives in order to catch each student's attention even if their language proficiency is low. Pull-out groups use the content areas (Math, Science, as Social Studies) as themes where language modalities (listening, speaking, reading, writing) based lessons are built around the central theme. For example, the Kindergarten/1<sup>st</sup> grade group is currently working on Days of the Week where they will discuss letter/sound relationships, initial consonants, weather, and numbers through the use of shared writing, read alouds, songs, visuals, and computer activities.

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

During the school year, standardized assessments are given to students in their native language if the teacher finds that it is beneficial to the student. However, many of our students come to our school from their native country without literacy skills in their native language, and so most assesments are given in English.

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

All ELLs are being assessed informally through classwork and observations by the classroom teacher. Performance Based Assessments are given to students every month, which assess Reading and Writing skills. Listening and Speaking can be assessed daily through small group discussions, team talk activities, and whole class activities.

6. How do you differentiate instruction for ELL subgroups?

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

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

level. Vocabulary acquisition and phonemic awareness are also stressed at this level. Instruction in concepts of print, inventive spelling and initial sounds serves to encourage ELLs at the beginning level to read and write in an environment that encourages risk taking.

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

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

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?

Teachers of ELL-SWDs use the Wilson Tier III program, Foundations, and ReadyGen. Teachers in our school have modified the Literacy materials to make them more accessible to our ELL-SWDs by using a variety of graphic organizers, visuals, videos, and activities. Although modified, students are still participating in grade-level work as well as meeting grade level standards. The use of Wilson and Foundations accelerates their acquisition of language at the letter-sound, and word level and allows the teacher to develop their comprehension through the use of the ReadyGen curriculum as well as guided reading groups.

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?

ELL-SWD's are found mostly in ICT and ESL classrooms. They receive instruction targeting their IEP goals through small groups, SETTS, ESL, AIS, extended day, and Saturday school.

### 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**

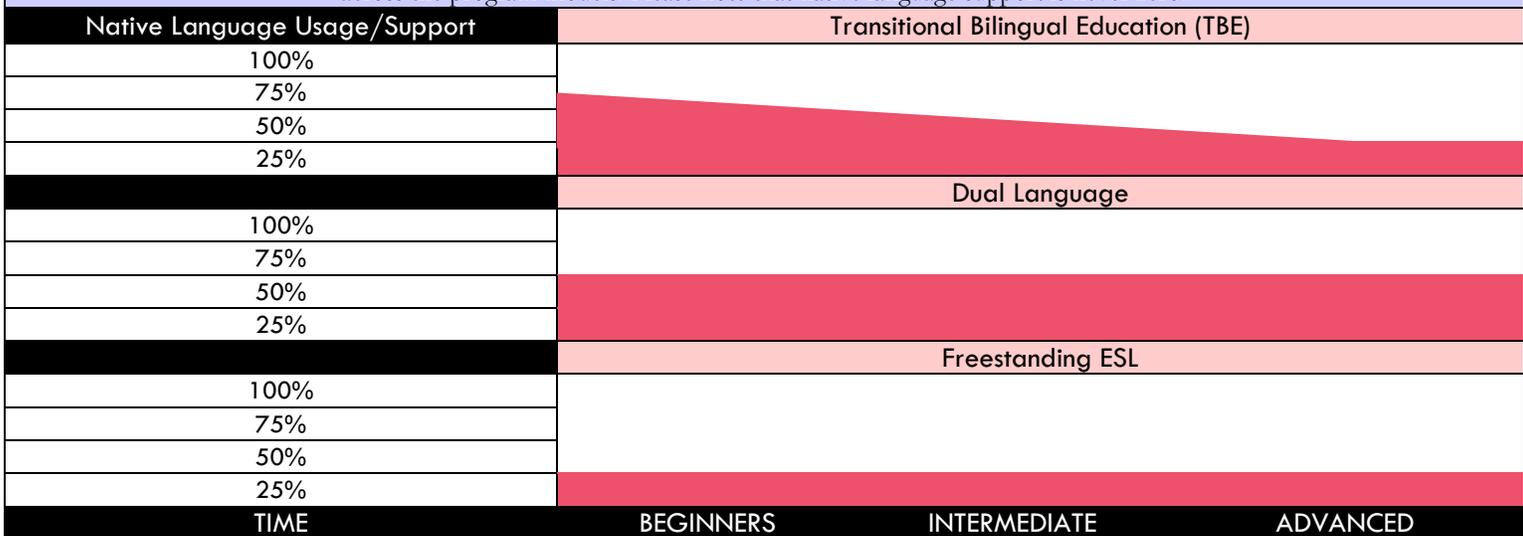
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native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

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
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
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

**Native Language Usage and Supports**

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



TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

## B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- We provide various intervention services for ELLs in ELA, math, social studies, and science. For students experiencing difficulty with reading, the classroom teachers often articulate with the grade coaches and AIS teachers in assessing concerns and then collaborating on the lesson planning. For ELA, the ESL teacher prepares lessons that focus on the common core standards for language arts. The lessons also include developing the ELLs writing skills and learning strategies to link literature and writing. ELLs participate in our Extended Day Program, which is designed to align instruction with improved performance on the NYSESLAT, ELA, and math. ELLs also receive support through AIS for both ELA and Math and the ELLA Saturday Academy that focuses on Literacy through the Arts.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- As the school is adjusting to the increased rigor implemented by the CCLS, our current programs allow us to provide our ELLs with various entry points. ELLs also receive extra support in the foundational skills (e.g. Foundations Double Dose, Wilson Tier III, Math AIS, Imagine Learning) during their pull-outs and extended day to engage them and keep up with content course work.
11. What new programs or improvements will be considered for the upcoming school year?
- Feedback from teachers as well as data from Performance Based tasks and standardized assessments will be analyzed in order to make an informed decision for next year's programs. A new program that has shown success in the past and is present this year is the Saturday ELLA program that exposes our ELLs to the Arts as well as provides extra support in Literacy. There are two newcomer's groups, an early childhood and a 3-5<sup>th</sup> grade group, where the ESL teachers (Ms. Barrios and Mrs. Piro) focus on culture and communicative language. The goal of these groups is to help students new to the country adjust and be comfortable to join in with their peers. The school has received a \$300,000 RESO-a Grant through the offices of Anabel Palma which the school will use to build 2 technology labs. The early childhood Technology Arcade will feature desktops and SMART tables and will utilize various programs such as Imagine Learning and Achieve 3000 to support language acquisition in both English and the native language. The STEAM (Science, Technology, Engineering, Arts, Math) lab will have equipment that will allow ELLs to perform research and well as acquire the second language. As always, the school will also look to hire more ESL teachers to accommodate the growing population of ELL's.
12. What programs/services for ELLs will be discontinued and why?
- At this time, there aren't any programs to be discontinued.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- All of our ELLs attend Extended Day. Beginner ELLs are part of a newcomer's group where they receive extra support. For programs like the Saturday Academy and Test Success, the same criteria that is used to choose the monolingual students is used for our ELLs. All of our ELLs in grades 2-5 are strongly encouraged to join the Saturday ELLA program.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- Our school uses a variety of materials to support our ELLs. We utilize the Imagine Learning computer program that assesses and targets students' individual language development needs across the four modalities. There is Safari Montage that allows us to show video content on the Smartboard as well as BrainPop and Bookflix. We have Ipads with a variety of literacy programs such as Storia. We use the Wilson Tier III phonics program, English Our Way, English to a Beat, Singlish, amongst a variety of others.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- Newcomers and beginners are placed with teachers who speak their first language and those teachers provide support in the L1. Cognates and translated materials are implemented based on individual students when the teacher feels that it would benefit the student. Students who are able to read and write in their L1 are able to complete assignments in their native language. Our school library as well as classroom libraries house texts in the various languages that our students speak. Each grade has at least 2 classroom teachers who are bilingual in Spanish and our 4<sup>th</sup> grade ESL teacher is a native Bengali speaker. These teachers incorporate the native language into their lessons to provide support to their students as they acquire the second language. Ms. Barrios also provides native language instruction during her pull-out/push-in sessions.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- For the pull-out groups, students are grouped by grade/age. Examples of mixed groups would be: K/1<sup>st</sup>, 1<sup>st</sup>/2<sup>nd</sup>, 3<sup>rd</sup>/4<sup>th</sup>/5<sup>th</sup>. The ESL teachers create standards aligned lessons based on students' grade. Heterogeneous groups work in centers to target individual needs and to work on standards based activities.
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.

PS 119 has established a wonderful, engaging summer school program for our ELLs , and our newly arrived students are encouraged to participate in this successful enrichment program. This program is help at P.S. 36 and receives funding from the Office of English Language Learners.

18. What language electives are offered to ELLs?

Electives at P.S. 119X include Chess Club, Saturday ELLA program, Glee Club, Extended Day, Student Council, Character Education groups.

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)?

Paste response to questions here:

### 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. Teachers will be given support in the form of professional development from different outlets. Beginning with the initial Chancellor's Conference Day in September, all teachers of ELL's will meet and attend in-house workshops led by the Network Liason or Literacy coaches, specifically focusing on good practices and strategies to immerse our ELL's in the new rigorous curriculum. Our school voted to have an SBO of additional professional development days spread out in the year in which teachers will all be given an opportunity to attend PD's focusing on the core curriculum. Our school also holds in-house workshops every Thursday during extended day, in which one Thursday a month the teachers of ELL's meet. During this time, the teachers turn key workshops they have attended outside the school, discuss good practices and challenges, share inquiry work, and participate in informational sessions from the Network Liason. Teachers are also encouraged to attend workshops from organizations like the Office of ELL's in which they can come back and turn-key to their colleagues during Staff, grade, and team meetings.

2. All ELL personnel can attend seminars at QTEL, workshops offered by the Office of English Language Learners, Teaching American History Institute, past professional developments offered by Betac, and in house pd's offered by our network liason. Classroom mentoring in reading instruction includes demonstration lessons, fishbowls, inter-class observations and conferences. Our ELL teachers use their common planning periods to discuss good practices. Our Network ELL Instructional Specialist provides support and guidance to strengthen our ESL department.

3. As the children transition from the 5th Grade to middle school, they receive support from the classroom teacher. Beginning last year, the 5<sup>th</sup> grade teachers held monthly assemblies where alumni of our school came to visit and discussed their experience after PS 119. During these assemblies, people of different professions also visited and spoke to the students in order to bring awareness to the choices they have for their future. To provide teachers with Common Planning time, all students attend weekly Career and College Readiness assemblies held by the Character Education teacher and guidance counselor, where they research future college and career choices. The Guidance Counselor also supports the classroom teachers by conducting orientation sessions with the students as they approach graduation so that they are able to take advantage of their choices.

4. All staff at PS 119 exceed the minimum of 7.5 hours of ELL training during the school year through the various professional development opportunitites offered.

## 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. PS 119 always reaches out to the parents of ELLs to build a bridge over language and cultural divides. We have built a partnership that supports the progress of our students. Initiatives include Family Fun and Learning Night, Father Daughter Dance, Parent Association Meetings, Monthly Grade Level Parent Meetings, ELL Parent Conference at Columbia University, and the annual Bengali luncheon, which includes singing, dancing, and eating native foods. Our Parent Coordinator also reaches out to parents by conducting informal Coffee Talks throughout the school year to encourage parent discussion groups. She has also arranged parent translators to be available in the school to promote communication with the Spanish, Bengali, Arabic parents new to the country and to assist our students during testing.

2. We have also partnered with the NYC Department of Adult Education to provide free ESL classes for our parents. Our school is involved in the Learning Leaders Program which coordinates volunteer parents who assist the teachers in the classrooms. We are always reaching out and encouraging our parents to volunteer as Learning Leaders in the ELL classes.

3. We evaluate the needs of our parents through Parent Association surveys and polls. At the ELL Parent Orientations, we show the informational video which describes the three different models of language acquisition. Parents of ELLs are also invited into the classroom to increase their understanding of what is required of their child so they can support them at home.

4. Our goal is for our parents to be part of the PS 119 team. Through our various outreach efforts, we help our parents become involved in our school community as well as provide assistance with personal needs such as work, language, and medical insurance information.

## E. Additional Information

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

Paste response to question here:

## Part VI: LAP Assurances

School Name: PS 119X

School DBN: 08x119

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Lydia Bassett Tyner	Principal		1/2/14
Delynn Ramos	Assistant Principal		1/2/14
Lourdes Flores	Parent Coordinator		1/2/14
Jeanne Piro	ESL Teacher		1/2/14
Sandra Mohabir	Parent		1/2/14
Brenda Barrios	Teacher/Subject Area		1/2/14
Rachel Druker	Teacher/Subject Area		1/2/14
Joan Giardina	Coach		1/2/14
Kelly Larkin	Coach		1/2/14
Carmen Marrero	Guidance Counselor		1/2/14
Elmer Myers	Network Leader		1/2/14
Sarah Esses	Other <u>1<sup>st</sup> grade/ESL</u>		1/2/14
Corina Carrieri	Other <u>3<sup>rd</sup> grade/ ESL</u>		1/2/14
Denise Konnari	Other <u>SETTS</u>		1/2/14
	Other _____		1/2/14

## LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

*Requirement under Chancellor's Regulations – for all schools*

DBN: 08X119 School Name: PS 119

Cluster: 94CL06 Network: 94N607

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

### **Part A: Needs Assessment Findings**

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

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

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

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

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

## Part B: Strategies and Activities

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

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

All Parent Association meetings provide Spanish and Bengali interpretation services. School aides and parent volunteers provide language interpretation services for conferences, scheduled and ad hoc meetings. The services of the Translation and Interpretation Unit will be used as needed. Framed posters at the building entry proclaim each family's right to language translation and interpretation services. Our PS 119 Parent Compact proclaims the right to translation services.

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

Spanish speaking staff provides oral interpretation during and after traditional school hours. Bengali and Urdu interpretive services are provided by parent volunteers. We intend to provide a stipend for parents who provide this service. We use the DOE Interpretation Unit as needed, particularly during Parent Teacher Conferences.

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

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



**Department of English Language Learners and Student Support**

Milady Baez, Senior Executive Director  
 52 Chambers Street, Room 209  
 New York, New York 10007  
 Phone: 212-374-6072

<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 as well as reduced class-size, and/or push-in services.
  - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
  - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
  - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the School Allocation Memo 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: P.S. 119	DBN: 08X119
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other: _____
Total # of ELLs to be served: 230
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 14
# of certified ESL/Bilingual teachers: 14
# of content area teachers: _____

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: The number of Newcomer ELLs at P.S. 119 continues to grow. To address these students' language and academic needs, we are crafting small group instruction and co-teaching to address the needs of these newly arrived immigrant children. "Newcomer English Language Learners" are those who are Beginners on the NYSESLAT, but who are a different subset of Beginners; these are students who have just arrived in the United States and whose immediate needs are both accessing the new language and learning to adjust to a new environment.

Several ESL teachers are using the National Geographic Reach program, "In the USA." This provides support to newcomers by building essential language and literacy skills. It actively engages and immerses students in a dynamic language environment.

To meet the language development needs of all our ELL populations, P.S. 119 has developed a Saturday Academy in partnership with the Office of English Language Learners which has proven to be very successful. The ELLA Literacy through the arts program builds upon the strength of the school day language development in a small group setting. The Saturday Academy for ELLs services students in Grades 2 through 5, and there are six groups of approximately 20 students per group. The teachers who service these groups are both common branch and ESL certified teachers. The Office of English Language Learners offers professional development and professional artists who act as coteachers. Children are exposed to an extraordinary array of arts education which is designed to accelerate English language expression.

First Grade Academy for 50 students in Grade 1 focuses on Literacy instruction for ELLs throughout the grade. Our focus is on learning to read. Students study components of English grammar introduced through mini-lessons and reinforced through different activities such as expository writing, content area study, and reader's theatre. Building writing skills will strengthen English language proficiency. Students improve their reading comprehension through reading independently and conferring with teachers using levelled books.

The ELLA program will take place from November to May for 16 sessions from 8:30 - 12:00 for 3 1/2 hours each session. The First Grade Academy begins in February and continues for sessions throughout May. Three instructional hours are preceded by a half-hour planning period where the teachers review that day's plans and prepare for the lesson. A supervisor and secretary is present to maintain a safe, organized environment and to ensure quality instruction. The supervisor is there before and after each session to provide a safe drop-off and pick-up of students by the parents. Parents are always encouraged to remain for arts performances with their children.

Types of curricular materials (for all groups) include trade books for author's study, literary expression and close readings. Progress Coach and Focus for ELLs are used for the 3rd - 5th grade classes. The 1st grade classes will use leveled readers, math, and phonics versatiles for automaticity.

This year we will add a new club designed specifically for ELLs. "Express Yourself" will meet weekly

### Part B: Direct Instruction Supplemental Program Information

beginning in October. Led by the guidance counselors, the goal of the club is to familiarize students with school events, opportunities and guidelines. This information is provided during the school day, but this gathering provides amplification of the message. Additionally, the club will offer a safe place for students to acclimate to the school culture and feel welcome.

### 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: Our ELL Instructional Support Specialist, Yliucha Jaquez, is working with our instructional coaches, one of whom is ESL licensed, to conduct ongoing professional development workshops for our ESL sheltered immersion and ICT staff. The ongoing workshops will engage teachers of ELLs and teachers of SWD's in modifying Ready Gen lessons with use of EDL strategies.

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

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

### Part D: Parental Engagement Activities

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

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

Begin description here: P.S. 119 always reaches out to the parents of ELLs to build a bridge between language and cultural divides. We have worked hard at establishing a partnership which supports the progress of our students.

This initiative includes several different areas:

- Family Workshops - Lourdes Flores, the Parent Coordinator, conducts grade-level workshops for the parents to learn about helping their children with homework skills, and reinforcing the reading, writing, and math that is taught in the classroom. She also includes topics on the ELA and Math assessments.

## Part D: Parental Engagement Activities

The ESL staff will include a session on the NYSESLAT. Parents who participate in these workshops will receive a resource packet with activities for use at home with their children.

-ParentCorps Family Program involves ELL and Non ELL parents in workshops designed to promote high quality learning environments for young children through family engagement. ParentCorps involved Kindergarten families in fourteen weekly groups, two hours per week. Groups are led in Spanish and English with language support provided for Bangali speaking participants:

\*Parent groups involve all caregivers in discussion and activity groups led by a mental health professional and an early childhood educator.

\*Friends School involved kindergarten students in lessons designed to help children learn emotional and self-regulation skills.

The ParentCorps Program comes to PS 119 via a partnership with the NYU School of Medicine as a result of our work with the Positive Behavior Intervention and Support (PBIS) Initiative and Promise Zone, a project of the Visiting Nurse Service.

-Our Parent Coordinator successfully recruits a group of approximately 15 parents to attend the annual ELL Parent Conference at Columbia University.

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

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

Parent Orientation Meeting: At the beginning of the school year we hold these meetings during the first week of school to inform parents and bring awareness about city and state assessments as well as the Common Core Standards. We inform our parents of any new policies and initiatives that will affect the education of their children. It is important for us to make sure our parents are well informed to start off our school year on the right track.

Back to School Day: This event is designed for parents in late September to provide families with a chance to meet with their child's teacher. During this event the teacher informs the parents of the classroom expectations, curriculum, and other information. We use this event as an opportunity to build connections and strong communication between teachers and parents; this way parents and teachers can be on the same page to start the school year.

Parent Workshops: Monthly workshops are designed to provide parents with access to the school curriculum, and the skills that their child will have to master throughout the school year. Furthermore, we provide them with tools to gather information throughout the school year. We hold workshops in math, literacy, science, and ARIS Parent Link. We also share helpful hints and tips that parents can use to help their child at home. Our Parent Coordinator leads workshops in Spanish as well as English. She has also recruited and worked alongside parents who lead workshops in Arabic and Bengali.

## Part D: Parental Engagement Activities

**Fun and Learning Family Night:** Parents and children attend various workshops that span different disciplines. We provide math and science workshops, as well as arts and crafts, gym, and other fun games. Our hope is that both parents and children come out with a delightful and enlightening shared experience.

**ESL/Bilingual Classes:** We offer English classes to our parents and community. Language sometimes can be a barrier that can stymie the connection between parent and teachers and the school. By providing these adult education courses, we hope to strengthen the connection our parents have with our school and also improve communication between parents and the school. In addition, parents can be more comfortable working and helping their children with schoolwork.

**Basic Computer Training:** This program is used to provide materials and training for our parents to improve their computer skills. Computers are available daily in the Parent Room located in room 204. The use of technology has become more widespread as an educational tool for our students; therefore, it is our belief that parents should be provided with computer training in order to further help their children with their education.

**Parent Volunteering:** Parents volunteer throughout the school day. Whether it is assisting teachers, monitoring the halls or the cafeteria, our parents become directly involved with the day-to-day activities of school life. This allows parents to be more involved with their children's education by experiencing it up-close. Parent volunteers are trained and certified through the Learning Leaders program.

**Father-Daughter Dance:** We hold this event in June and it offers a special night between fathers and their daughters. This event has gained popularity and it is a great way to accentuate the bond between father and daughter, creating lasting memories. This semi-formal event has been a success over the past four years.

**Communicating with families:**

- P.S.119.net - Our website serves to provide parents and the community with the following: calendar of events, important notices, school policies, quick internet links to important resources and teacher pages.
- Encourage communication between home and school using the P.S. 119 Student Agenda Planner which contains space for daily communication between parents and teachers.
- Reach out to families using our automated phone call system to keep them informed of important announcements
- Translated flyers and personalized notes and phone calls are used to communicate with families regarding scheduled events. Bengali, Spanish, and Arabic parents are also available to translate and discuss these communications.

## 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"> <li>• Per session</li> <li>• Per diem</li> </ul>	_____	_____
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>	_____	_____
Supplies and materials <ul style="list-style-type: none"> <li>• Must be supplemental.</li> <li>• Additional curricula, instructional materials.</li> <li>• Must be clearly listed.</li> </ul>	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
<b>TOTAL</b>	_____	_____