

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

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

School Name: **P.S. 119 AMERSFORT**

Principal: **LISA FERNANDEZ**

Comprehensive Educational Plan (CEP) Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

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

Section 4: CEP Overview

Section 5: Needs Assessment, Annual Goals, and Action Plans

- **Section 5A Framework for Great Schools Element - Rigorous Instruction**
- **Section 5B Framework for Great Schools Element - Supportive Environment**
- **Section 5C Framework for Great Schools Element - Collaborative Teachers**
- **Section 5D Framework for Great Schools Element - Effective School Leadership**
- **Section 5E Framework for Great Schools Element - Strong Family-Community Ties**

Section 6: Academic Intervention Services (AIS)

Section 7: Title I Program Information

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

Section 1: School Information Page

School Information

School Name: The Amersfort School – Magnet
School of Global & Ethical Studies School Number (DBN): 22K119

Grades Served: PreK - 5

School Address: 3829 Avenue K, Brooklyn, NY 11210

Phone Number: 7183777696 Fax: 7183380694

School Contact Person: Barbara Snow Email Address: bsnow@schools.nyc.gov

Principal: Lisa Fernandez

UFT Chapter Leader: Gail Gill

Parents’ Association President: Arthur Johnson

SLT Chairperson: Gail Gill

Title I Parent Representative (or
Parent Advisory Council
Chairperson): Arthur Johnson

Student Representative(s): n/a
n/a

District Information

District: 22 Superintendent: Mrs. Julia Bove

Superintendent’s Office Address: 5619 Flatlands Ave, Brooklyn, NY 11234

Superintendent’s Email Address: Jbove@schools.nyc.gov

Phone Number: 7189686248 Fax: _____

Borough Field Support Center (BFSC)

BFSC: Brooklyn South Director: TBA

Director’s Office Address: 415 89th Street, Brooklyn, NY

Director’s Email Address: TBA

Phone Number: TBA Fax: TBA

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and that they have been consulted with regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Lisa Fernandez	*Principal or Designee	
Gail Gill	*UFT Chapter Leader or Designee	
Arthur Johnson	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
Arthur Johnson	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
	Member/ Melissa Leonforte	
	Member/Elaine Diaz	
	Member/Barbara Snow	
	Member/Sandra Charles	
	Member/ David Rodney	
	Member/Tyesha Jasper	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
	Member/Sharod Clarke	
	Member/	

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

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

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

The Framework for Great Schools and CEP Development



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

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

In accordance with the requirements of [Chancellor's Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

The Six Elements of the Framework for Great Schools
Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

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

Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

The Quality Review and the Framework for Great Schools

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

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.

- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

P.S. 119 is a community that educates for a culture of peace and understanding. Our community is committed to teaching every child utilizing a holistic approach. Our goal is to create well-rounded, socially aware students who have enthusiasm for learning, pride of accomplishments, self-discipline, self-esteem and consideration for the ideas and values of others. Educating for a culture of peace and understanding is being stressed throughout the school community. Working together to believe and achieve is the global idea for our school. We are a community that thinks globally and acts locally.

P.S. 119 works collaboratively with a myriad of partners in order to support our goal to educate the whole child and engage the school community. These partners include: HH:ART, PAWS Project, Ballet Tech, Penny Harvest, Scholastic, BBYO, BAC, UNICEF, CTAUN, City Harvest, Figment Festival, NYCares, Jaya Yoga, Phonemic Intelligence, MQH Food Pantry, The Chocolate Project, Autism Awareness, Surfers Healing, SPIN Green, Home Depot, MFA, Brooklyn College.

P.S. 119 educates approximately 425 students per year. The students are comprised of 84% General Education students, 16% Special Needs, and 8% English Language Learners. The staff makes every effort to ensure that the individual needs of all students are met: academic, social, and emotional. 97% of Parents are satisfied with the education and activities P.S. 119 provides and 100% of the teachers feel supported, feel that education is the priority.

The initiatives and activities with our partners incorporate the students, parents, staff, and community and ultimately result in diverse learning opportunities which support greater student achievement. The staff and family survey confirms the success of the school in the Framework areas of Collaborative Teachers, Supportive Environment, and Trust. Student Achievement and Family Engagement remain the key areas of focus for the P.S. 119 school community.

22K119 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	431	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	64.2%	% Attendance Rate		95.2%
% Free Lunch	63.5%	% Reduced Lunch		1.7%
% Limited English Proficient	7.8%	% Students with Disabilities		15.4%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.7%	% Black or African American		74.2%
% Hispanic or Latino	10.2%	% Asian or Native Hawaiian/Pacific Islander		13.5%
% White	1.4%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	10.34	# of Assistant Principals (2014-15)		1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		1
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		N/A
% Teaching with Fewer Than 3 Years of Experience (2013-14)	N/A	Average Teacher Absences (2013-14)		8.21
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	25.2%	Mathematics Performance at levels 3 & 4		33.2%
Science Performance at levels 3 & 4 (4th Grade)	88.3%	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

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

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

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

The School Quality Snapshot indicates staff and parental satisfaction rate falls at 97% and 100% respectively. The commitment to collaboration amongst parents, school the community and external partners contributes to the environment.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, teachers will work collaboratively to create cognitively demanding daily learning experiences based on refined use of data and performance outcomes of all students as measured by 50% of students performing at or above level on cumulative unit assessments.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Curriculum meetings,</p>	<p>Lead teachers, classroom teachers, District Support Staff, School Administration</p>	<p>Sept 2015 – June 2016</p>	<p>Lead teachers, classroom teachers, District Support Staff, School Administration</p>
<p>Vertical Team meetings, Horizontal Team meetings</p>	<p>Lead teachers, classroom teachers, District Support Staff, School Administration,</p>	<p>Sept 2015 – June 2016</p>	<p>Lead teachers, classroom teachers, District Support Staff, School Administration</p>
<p>Our school will further encourage school-level parental involvement by:</p> <ol style="list-style-type: none"> 1. holding an annual Title I Parent Curriculum Conference; 2. hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year; 3. encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee; 4. supporting or hosting Family Day events; 	<p>Parents/Family</p>	<p>Sept 2015 – June 2016</p>	<p>Lead teachers, classroom teachers, District Support Staff, School Administration, Parent Coordinator, Guidance Counselor</p>

5. establishing a Parent Resource Center/Area or lending library; instructional materials for parents;			
6. hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;			
7. encouraging more parents to become trained school volunteers;			
8. providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;			
Identify lesson checks for understanding, unit imbedded and culminating assessments and their impact on formal and informal assessments	Lead teachers, classroom teachers, School Administration	Sept 2015 – June 2016	Lead teachers, classroom teachers, District Support Staff, School Administration

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Lead teachers, classroom teachers, District Support Staff, School Administration											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A	X	Title III, Immigrant
	C4E		21st Century Grant		SIG/SIF	X	PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
Unit Progress Reports, Marking Period Data, January Benchmarks, and PID Decision Data will be employed to monitor ongoing progress.
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

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

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

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016 P.S. 119 will improve student social and emotional competence: their ability to understand, manage, and express the social and emotional aspects of their daily life as measured by a 97% satisfaction rating from students on the student survey, parents and staff on the Environment Rating in the Elementary School Quality Snapshot.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 			
School Service, International Day of Peace, Rainforest Alliance, The Chocolate Project, Making Meaning, Heartwood Ethics, Go Math, Leveled Literacy Intervention, Reading Recovery, Family	All students	Sept. 2015 – June 2016	Lead teachers, classroom teachers, District Support Staff, School Administration, Parent

ELA, Saturday ELL Intervention Program, Academic Intervention, Teachers will formulate literacy tasks with rubrics aligned to CCSS, Access Code, Soar to Success, Rourke Non-fiction Skill Builders, Quick Reads			Coordinator, Guidance Counselor
Parent Trainings, Service Meetings, Vertical Team meetings, Horizontal Team meetings, The Chocolate Project teacher training	Parents/Families, Students, Lead teachers, classroom teachers, District Support Staff, School Administration, Parent Coordinator, Guidance Counselor	Sept. 2015 – June 2016	Lead teachers, classroom teachers, District Support Staff, School Administration, Parent Coordinator, Guidance Counselor

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A	X	Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF	X	PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
Development of Social Emotional Competencies, Environmental Survey Results, Attendance
Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

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

. P.S.119 will work toward the goal of preparing all students, including ELL and students with disabilities, for life after high school. Teachers will work collaboratively to create cognitively demanding learning experiences with embedded checks for understanding in their classrooms every day.

2. We are mandated to continuously refine and revise a collaborative approach to a Common Core aligned curriculum, assessments, and teacher resources in keeping with these newest, higher standards.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June, 2016 teachers will have compiled unit plans outlining instruction grounded in data analysis, student performance, content-rich nonfiction and informational texts rich with complex text, text dependent questions & close reading as measured by the development of two project-based learning units.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Weekly Collaborative Inquiry meetings, teacher leader for inquiry meetings, specific, identified areas to study through the analysis/protocal process and will study student achievement</p>	<p>Sep. 2015-June 2016</p>	<p>Sep. 2015-June 2016</p> <ul style="list-style-type: none"> -Calendar change Professional Development days -Weekly extended day conferences -Professional Learning time/Professional Responsibility time 	<p>Lead teachers, classroom teachers, District Support Staff, School Administration</p>
<p>GoMath & Making Meaning training</p>	<p>Lead teachers, classroom teachers, District Support Staff, School Administration</p>	<p>Sep. 2015-June 2016</p> <ul style="list-style-type: none"> -Calendar change Professional Development days -Weekly extended day conferences -Professional Learning time/Professional Responsibility time 	<p>Lead teachers, classroom teachers, District Support Staff, School Administration</p>
<p>Our school will further encourage school-level parental involvement by:</p> <ol style="list-style-type: none"> 1. holding an annual Title I Parent Curriculum Conference; 	<p>Parents/Families</p>	<p>Sep. 2015-June 2016</p>	<p>Lead teachers, classroom teachers, District Support Staff, School Administration, Parent Coordinator, Guidance Counselor</p>

<p>2. hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;</p> <p>3. encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;</p> <p>4. supporting or hosting Family Day events;</p> <p>5. establishing a Parent Resource Center/Area or lending library; instructional materials for parents;</p> <p>6. hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;</p> <p>7. encouraging more parents to become trained school volunteers;</p> <p>8. providing written and verbal progress reports that are periodically given to keep parents informed of their children’s progress;</p> <p>9. developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;</p> <p>10. providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand</p>			

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<p>Lead teachers, classroom teachers, District Support Staff, School Administration, Calendar Change Professional Development days</p>
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>

X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF	X	PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Unit Progress Reports, Marking Period Data, January Benchmarks, and PID Decision Data will be employed to monitor ongoing progress.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

<ul style="list-style-type: none"> • Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data. • Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Part 2 – Annual Goal

<p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>

Part 3 – Action Plan

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

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

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

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

Part 3 – Action Plan

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

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Teacher Diagnosis	Making Meaning	Small Group	During the School Day After School
	Standardized Tests	Repeated Reading	1:1 Instruction	
	Non-standardized Assessments	Reader’s Theater	Pull Out	
	Goal Setting		Push In	
Mathematics	Teacher Diagnosis	Go Math	Small Group	During the School Day After School
	Standardized Tests	Computer Programs	1:1 Instruction	
	Non-standardized Assessments		Pull Out	
	Goal Setting		Push In	
Science	Teacher Diagnosis	SCIS	Small Group	During the School Day
	Standardized Tests	FOSS	1:1 Instruction	
	Non-standardized Assessments		Pull Out	
	Goal Setting		Push In	
Social Studies	Teacher Diagnosis	Making Meaning	Small Group	During the School Day
	Standardized Tests	Repeated Reading	1:1 Instruction	
	Non-standardized Assessments		Pull Out	
	Goal Setting		Push In	
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Crisis	Small Group Therapy	Small Group	During the School Day
	Parent/Student Request		1:1 Instruction	
	Teacher Recommendation		Pull Out	
			Push In	

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

2b. High Quality and Ongoing Professional Development

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

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

The following activities support the transition of Preschool Students:

1. P.S. 119 applicant family tours
2. Kindergarten open school visits
3. New K parent orientation
4. Parents Association welcome meeting
5. Record and case review
6. Pre-K articulation meetings with the principal

4b. Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

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

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

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

and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.				
Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	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> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	255,431.00	x	10-17
Title II, Part A	Federal	38,258.00	x	10-17
Title III, Part A	Federal	0		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	2,106,197.00	x	10-17

¹Explanation/Background:

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

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

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

- 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.

²The **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 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 an 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.
- **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:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC) *(Required for All Title I Schools)*

Directions: All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school’s PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school’s policy.

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

Parent Involvement Policy (PIP) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **P.S. 119**, in compliance with the Section 1118 of Title I, Part A of the No Child

Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **P.S. 119** will support parents and families of Title I students by:

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;

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

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

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

School-Parent Compact (SPC)

P.S. 119, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

I. School Responsibilities:

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;

- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department to learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

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

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

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

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

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

Part A: School Information	
Name of School: <u>The Amersfort School</u>	DBN: <u>22K119</u>
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
Total # of ELLs to be served: <u>20</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>4</u>
of certified ESL/Bilingual teachers: <u>1</u>
of content area teachers: <u>3</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: _

-
- Rationale: Students who have not passed the NYSITEL will be invited to attend the ELL Academy. This program will take place on Saturday mornings. During the Saturday sessions students will apply their lessons from the week's ELA work in the areas of dance, art, conversation, and writing. These sessions will be conducted by certified teachers in collaboration with our licensed ELL teacher.

-
Subgroups and Grade levels: Children who are beginner, intermediate, and advanced ELL students in grades 1 - 5 will be targeted and grouped according to ability level. Saturdays - 11 consecutive Saturdays from January 23 - April 24, from 9-12 p.m. - with 1 ELL teacher and 3 Common branch teachers implementing the dance, art, and writing aspect of the program. There will be 20 students. The students will rotate through dance, art, and writing with each period lasting 55 minutes. We will allow 5 minutes in between periods for movement. The ELL teacher will rotate to each teacher for a third of the program so that students are supported with ESL strategies. Students will be using VTS methodologies to reinforce and extend their learning during the performing and visual arts. During Writing the students will be listening, speaking, & writing about the weekly focus which, in turn, will be incorporated into the work in the areas of dance and art.

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

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

Each group will have a maximum of 7 children to ensure that the children are given as much individual attention as needed. Former ELL students as well as current ELL will be invited to participate. There will be ample utilization of visual arts as well as exposure to different musical instruments to enhance language learning.

Part C: Professional Development

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

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

Begin description here: _

-
We will have 3 sessions of professional development. Assessment of the professional development will be done as an outgrowth of how the instruction has been modified during the program. Per diem days will be planned to compile ELL performance data and for workshop development. Workshops would

Part C: Professional Development

include preparation for the NYSESLAT. The Visual Teaching Strategies coordinator as well as the certified ESL teacher will work together with the art and music teachers to utilize ESL strategies and methodologies in teaching ELL population. Articulation with each teacher and the professional development personnel will also be used as indicators of success.

The art and music teachers along with a contracted music/art consultant and a certified ESL teacher will work cooperatively. The ESL teacher will provide professional development activities in addition to Network support staff. In addition, the ESL teacher will serve as a program coordinator and work with per diem staff and program teachers to develop questionnaires and gather quantitative and qualitative information throughout the program.

In order to best meet the needs of the students participating in the Saturday ELL Academy, Professional Development time will be offered at the school from 2:30 - 3:55 as follows:

Listening & Speaking - January 12: ESL Methodology - Presented by the ELL teacher

Reading - March 16: Questioning - Presented by the ELL teacher

Writing - April 20: Mechanics & the Writing Process Presented by the ELL teacher

Part D: Parental Engagement Activities

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

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

Begin description here: _

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

1/23 - Parent Orientation - Title III information session offered by program coordinator

2/27 - Literacy & Cooking - ELL teacher, Parent Coordinator

4/20 - Literacy & Cooking - ELL teacher, Parent Coordinator

Support for language acquisition, NYSESLAT preparation, NYS Math & ELA support will be incorporated into all family engagement activities to strengthen home reinforcement of school learning. Agendas and sign-in sheets will be kept on file. Parents will be notified of these activities by receiving an invitation letter home in their preferred language. Creole, French, Spanish, Urdu and Arabic translators will be available during workshops to translate the information and to handle any questions and/or concerns.

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	_____	_____
Purchased services	_____	_____

Part E: Budget**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<ul style="list-style-type: none"> High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	<u>\$11200</u>	_____

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM

2015-16 AND 2016-17 SCHOOL YEAR

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

District 22	Borough Brooklyn	School Number 119
School Name The Amersfort School		

B. Language Allocation Policy Team Composition

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

Principal Lisa Fernandez	Assistant Principal Barbara Snow
Coach type here	Coach type here
ENL (English as a New Language)/Bilingual Teacher Victoria Romanov	School Counselor Regine Millien
Teacher/Subject Area Gail Gill	Parent type here
Teacher/Subject Area Pamela Gordon	Parent Coordinator Bernadette Slack
Related-Service Provider type here	Borough Field Support Center Staff Member type here
Superintendent Julia Bove	Other (Name and Title) type here

C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	385	Total number of ELLs	29	ELLs as share of total student population (%)	0.00%
--	------------	----------------------	-----------	---	--------------

Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	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 checked="" 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 <input type="checkbox"/>
---	--

This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education														0
Dual Language														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	29	Newcomers (ELLs receiving service 0-3 years)	3	ELL Students with Disabilities	26
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	4	Long-Term (ELLs receiving service 7 or more years)	0

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL										0
ENL	25			4			0			0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 2

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Dual Language (ELLs/EPs*)
K-8**

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

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

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
--	---

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

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)					1	2								0
Emerging (Low Intermediate)			4	0	2									0
Transitioning (High Intermediate)				3	0	0								0
Expanding (Advanced)			2	6	5	4								0
Commanding (Proficient)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total														0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total														0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4									0
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry				
Math _____				
Chemistry				
Earth Science				
Living Environment				
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography				
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
Paste response to questions here:
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
Paste response to question here:
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
Paste response to question here:
- For each program, answer the following:
 - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - What is the school learning about ELLs from the periodic assessments? How is the home language used?**Paste response to questions here:**
- Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide](#), Support Services for ELLs (RTI and AIS) section and [RtI Guide for Teachers of ELLs](#).]
Paste response to question here:
- How do you make sure that a student's new language development is considered in instructional decisions?
Paste response to question here:
- For dual language programs, answer the following:
 - How are the English-proficient students (EPs) assessed in the target language?
 - What is the level of language proficiency in the target language for EPs?
 - How are EPs performing on State and other assessments?**Paste response to questions here:**

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

Paste response to question here:

Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent’s preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.

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

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

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

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

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).

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

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

To ensure that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, our bilingual translators make (follow up) phone calls to students' homes reminding the parents to return forms. The orientation process is repeated for those parents whose children are enrolled after the initial September orientation. Our Parent Coordinator also contacts parents who have not attended Orientation meetings or returned forms. The ESL teacher keeps a list of all ELL students, program selections as well as photocopies of all documents sent home. In rare cases when we are unable to contact the parents or guardians, we keep a list of students whose default program preference is bilingual as per CR Part 154.

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).

Once ELL students are identified their families are notified, they begin to receive services according to their needs. Beginner and intermediate English language acquisition students receive 8 periods of ESL services per week while advanced students receive 4 periods each week. Parent program selection forms are reviewed for appropriate placement options of ESL, bilingual or dual language. The parents are also notified in their native language about the placement of their children and the frequency of services. As of this school year, majority of our parents choose ESL program as their first choice. However, parents requests for Bilingual or Dual Language programs are kept on file and frequently reviewed. When 15 or more parents of the same language background and two consecutive grade levels are interested in Bilingual or Dual Language Programs, these programs will be open at school.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

Parents orientations are conducted in the month of September, within 10 days of the students' enrollment, and as needed throughout the year. During the orientation, parents view a video in their native language as well as in English describing ELL program options. In house bilingual translators are available to answer questions or address concerns that parents may have about the selection of the most appropriate program for their child (the learning needs of their children). Also, during the orientation, the parents are given a Parent Survey and Program Selection forms to complete. They have to select the program they feel would best suit their child's learning needs. If a parent selects a program not currently offered at P.S. 119, they are assured that their selections are kept on file and once enough requests have been made for a particular program it will be opened.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.

To ensure that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, our bilingual translators make (follow up) phone calls to students' homes reminding the parents to return forms. The orientation process is repeated for those parents whose children are enrolled after the initial September orientation. Our Parent Coordinator also contacts parents who have not attended Orientation meetings or returned forms. The ESL teacher keeps a list of all ELL students, program selections as well as photocopies of all documents sent home. In rare cases when we are unable to contact the parents or guardians, we keep a list of students whose default program preference is bilingual as per CR Part 154.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.

To ensure that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, our bilingual translators make (follow up) phone calls to students' homes reminding the parents to return forms. The orientation process is repeated for those parents whose children are enrolled after the initial September orientation. Our Parent Coordinator also contacts parents who have not attended Orientation meetings or returned forms. The ESL teacher keeps a list of all ELL students, program selections as well as photocopies of all documents sent home. In rare cases when we are unable to contact the parents or guardians, we keep a list of students whose default program preference is bilingual as per CR Part 154.

9. Describe how your school ensures that placement parent notification letters are distributed.

To ensure that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, our bilingual translators make (follow up) phone calls to students' homes reminding the parents to return forms. The orientation process is repeated for those parents whose children are enrolled after the initial September orientation. Our Parent Coordinator also contacts parents who have not attended Orientation meetings or returned forms. The ESL teacher keeps a list of all ELL students, program selections

as well as photocopies of all documents sent home. In rare cases when we are unable to contact the parents or guardians, we keep a list of students whose default program preference is bilingual as per CR Part 154.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
To ensure that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, our bilingual translators make (follow up) phone calls to students' homes reminding the parents to return forms. The orientation process is repeated for those parents whose children are enrolled after the initial September orientation. Our Parent Coordinator also contacts parents who have not attended Orientation meetings or returned forms. The ESL teacher keeps a list of all ELL students, program selections as well as photocopies of all documents sent home. In rare cases when we are unable to contact the parents or guardians, we keep a list of students whose default program preference is bilingual as per CR Part 154.
11. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
5. Certified and trained ESL teacher, Victoria Romanov keeps track of all ELL testing including LAB-R, SPANISH LAB, Periodic Assessment and the NYSESLAT. In order to make sure that all ELL students are tested, RLER report is being printed and students are tested. ESL coordinator, Victoria Romanov, along with the testing coordinator, Barbara Snow, use a double check system to ensure that all four components of the NYSESLAT are administered to students. Victoria Romanov, a licensed ESL teacher, administers all four modalities of the NYSESLAT while Barbara Snow checks all completed grids against the most recent RLER report.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
To ensure that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, our bilingual translators make (follow up) phone calls to students' homes reminding the parents to return forms. The orientation process is repeated for those parents whose children are enrolled after the initial September orientation. Our Parent Coordinator also contacts parents who have not attended Orientation meetings or returned forms. The ESL teacher keeps a list of all ELL students, program selections as well as photocopies of all documents sent home. In rare cases when we are unable to contact the parents or guardians, we keep a list of students whose default program preference is bilingual as per CR Part 154.
13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).
P.S. 119's program is aligned with parents' request since most of the parents selected the ESL program over the Bilingual or Dual Language programs. Requests for bilingual and/or dual language programs are kept on file. As we annually review parents' choices for 2012-2013 school year, we realized that the parents of 22 students out of 33 students total request Freestanding ESL program as their first choice. 3 parents opted for the Dual Language program and 7 parents did not have their program choice on file so we listed them as requesting Bilingual placement as a default. One parent requested Bilingual program as their first choice.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (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]).
 - a. Freestanding ENL program.
 1. a) At PS 119, our ELL instructions are delivered through freestanding ESL program using the Pull-Out models in compliance with Part 154 of the Commissioner's Regulations.
 - b) Our ESL programming is planned by flexible heterogeneous grouping of students according to their academic and linguistic needs. Beginner and Intermediate students receive 360 minutes of ESL instruction while advanced students receive 180 minutes weekly.
 - b. TBE program. *If applicable.*
Paste response to questions here:
 - c. DL program. *If applicable.*
Paste response to questions here:
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

2. PS 119 has a Freestanding ESL program this year, our ESL teacher works through a pull-out model. Students in our freestanding ESL program receive all instruction in English with native language support. New York State regulations determine how many units of ESL instruction each student should receive according to his or her English proficiency level from their NYSESLAT scores as per CR Part 154 mandate. All Beginners and Intermediate ELLs receive 360 minutes per week of ESL instruction. All advanced ELLs receive 180 minutes of ESL instruction per week and an additional 180 minutes per week of ELA instruction, in their classroom, as required under CR Part 154. ESL teacher collaborates with students' classroom common branch teacher to deliver support grade level, content area instruction through the use of ESL strategies and methodologies. Native language support is provided whenever possible by peer-tutoring or bilingual paraprofessional assistance.
3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.
 3. We provide all of our students with a wide variety of instructional materials and strategies to support the learning of ELLs in reaching and exceeding Common Core Standards. In order to meet the standards in Reading and Social Studies, each classroom is equipped with an ESL learning center that includes "Leap Pad" learning system and a collection of books, including alternate text sets, to improve listening, reading and comprehensive skills. To meet the standards in Math and Science, we are successfully utilizing "Every day Math" and "Envision" programs where ELL students have access to hands-on manipulative and books. Also, each classroom is equipped with a smart board, where technical support enhances language learning. In addition, each classroom contains "word walls" of science, math and social studies vocabulary that ELL students can use in all content areas. All ELLs have access to computer programs, i.e., Starfall, FunBrain, National Geographic online, et al, to support content area learning. Furthermore, all our teachers are involved in learning ESL methodology and participate in monthly ESL staff development activities. They are introduced to the cultural diversities of their ELL population and suggested activities and books that they can use on a daily basis. All PD is provided by a licensed ESL teacher. Additionally, all our ELL students have access to bilingual glossaries and dictionaries during classwork as well as being paired up with bilingual classmates and paraprofessionals.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?
 4. As appropriate, we employ school based staff and/or translation services for native language assessment of our ELLs.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
 5. We ensure that all ELLs are appropriately evaluated in all four modalities of English language acquisition throughout the year by reviewing the Scale and Raw scores of the NYSESLAT. These scores let the school know if the children are progressing and what areas need additional support. Also, teacher made tests and observations provide an in depth understanding of children's strengths and weaknesses as well as Periodic baseline and Periodic assessment throughout the school year.
6. How do you differentiate instruction for each of the following ELL subgroups?
 - a. SIFE
 - b. Newcomer

- c. Developing
- d. Long Term
- e. Former ELLs up to two years after exiting ELL status

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

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

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

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

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

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

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section.

Between 6 and 12 months (from the date of the superintendent's notification to the principal, parent, guardian, and/or student), the principal, will review the Re-identification Process decision to ensure that the student's academic progress has not been adversely affected by the determination. The principal will consult with the team in the school, the parent/guardian, and the student. If the principal, based on the recommendation of qualified personnel and consultation with the parent/guardian believes that the student may have been adversely affected by the determination, the principal will provide additional support services to the student as defined in CR Part 154-2.3(j) and may reverse the determination within this same 6-to-12 month period. If the principal's decision is to reverse the ELL status, he/she must consult with the superintendent or his/her designee. Final decision notification must be in writing to the parent,

8. 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?

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

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

In order to enable diverse ELL-SWDs to achieve their IEP goals, we schedule PPC (pupil personnel committee) meetings where the special ed, general ed, related providers and ESL teacher discuss students in need of additional support and as a team

Chart

come up with such solutions as scaffolding the instruction to meet the standards of the curriculum, providing additional homework support, creating flexible groups within the classroom, etc. Some of the instructional strategies will include peer tutoring, ESL methodology all related to the Common Core Curriculum.

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <u>per week</u> (360 min.)	2 units of study <u>per week</u> (360 min.)	1 unit of study <u>per week</u> (180 min.)	1 unit of study <u>per week</u> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <u>or</u> Content Area, <u>or</u> other approved services*
	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(u) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student's language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



*Note "other approved services" does not apply to New York City at this time.

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

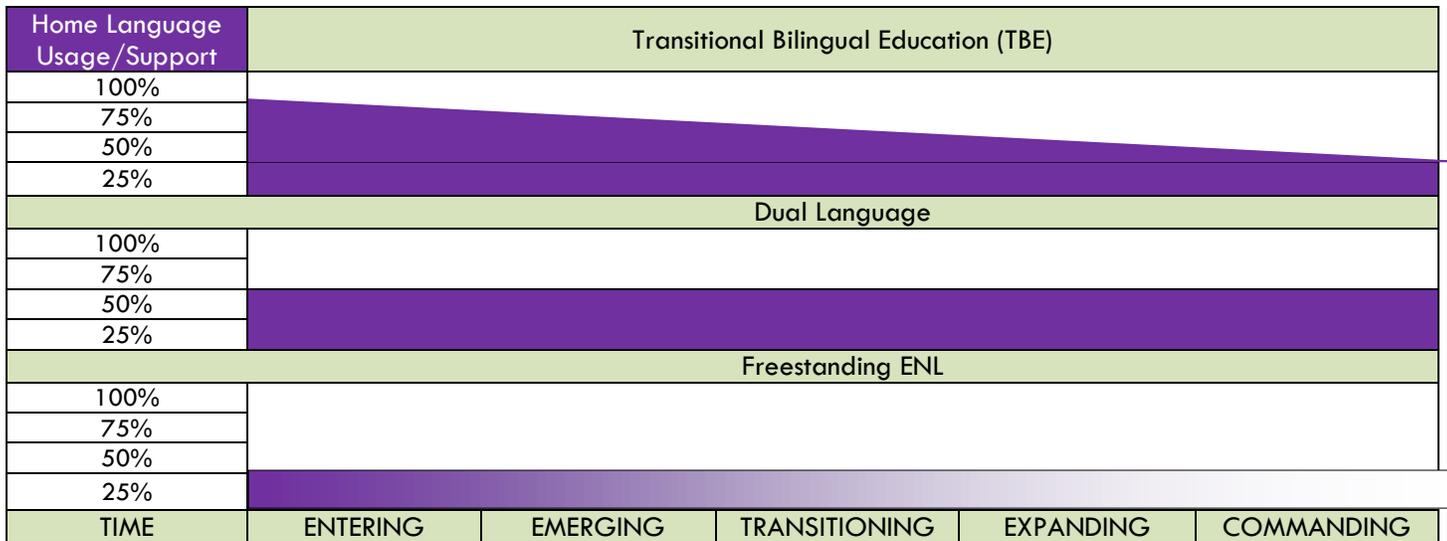


*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
9. AIS services (targeted instruction in listening, speaking, reading and writing in during the day/ after school programs) provided by classroom and ESL licensed teachers.
- Counseling services (group or individual based upon individual needs)
 - Referral to Related Services (referrals to outside agencies for further interventions individual or family)
 - Services provided as indicated on Individualized Education Plan (Collaborative Team teaching, related services).
 - Targeted/Differentiated instruction (small group targeted instruction via Balanced Literacy approach to reading during the day and in after school/Saturday programs).
 - Student Assessment Analysis (individual prescriptive and diagnostic plans are designed to facilitate tutoring of differentiated instructions in reading and math).
 - Pupil Personnel Committee (conferences among professionals are conducted to review students' cumulative records and recommend interventions).
 - Title III after school /Saturday English Program (differentiated literacy and hands-on math instruction through Visual Arts based on the individual needs).
 - Peace Academy (project based academic intervention and service learning after school program for our former and transitional students).
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
10. Our current academic language development include differentiated instruction, flexible grouping of students based on needs, focus on different learning styles and diverse methods of instruction, continue to provide instructional programs and interventions to enable ELLs to achieve high levels of English proficiency, use graphic organizers, vocabulary development activities, pre and post reading/writing activities to enhance comprehension, and provide instructional materials of high quality programs.
12. What new programs or improvements will be considered for the upcoming school year?
11. The school has put into place two new literacy programs that target ELLs. Access Code is a computer based program that focuses on phonics and decoding. The Leveled Literacy Intervention (LLI) program focuses on working with small groups of students on comprehension skills.
13. What programs/services for ELLs will be discontinued and why?
- The ELL Saturday Academy will be discontinued due to the withdrawal of Title III funding as a result of being 1 student short of the cut-off.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. As part of the school population, our ELLs receive equal access to any and all school programs. In addition, to programs that take place during the day, ELLs are afforded access to the after school Magnet clubs, Dance, Chorus, Guitar, Rhythm, Recorder, Violin, Rock Band, and Tennis programs as well as Saturday Title III program where the learning acquisition takes place through VTS (Visual Arts) activities.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
14. Each mainstream classroom in our school is equipped with a smart board as well as Laptops. We utilize programs such as Starfall and Funbrain among many others to enhance learning. In addition, there are Leap Pads learning systems in each classroom where the ELLs have access to books with higher interest and lower reading abilities levels. Furthermore, leveled libraries as well as bilingual dictionaries and glossaries are essential part of each classroom.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
15. All our ELLs have bilingual dictionaries and glossaries in addition to school translators and "buddies" to ensure comprehension in the native language. In addition, there are bilingual content area books and bilingual libraries available in the classrooms as the native language support in academic areas.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.

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

18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).

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

19. What language electives are offered to ELLs?

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

20. For schools with dual language programs:

- a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
- b. In which language(s) is each core content area taught?
- c. How is each language separated for instruction?
- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

We do not have a dual language program.

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
 1. High quality Professional Development will take place throughout the school year in the areas of, but not limited to, balanced literacy and mathematics incorporating how to teach students with special needs and the ELL student population. These workshops will be given during our 50 minutes professional development session on Wednesdays as well as grade conferences and faculty conferences to all staff members. These workshops are provided to all members of our staff, including administration, paraprofessionals, school based support team members, secretaries, and guidance counselors. A minimum of one hour per month will be devoted to ELL services. Some of the sessions will focus on ESL strategies in the content areas. A tentative schedule of professional development activities for 2013-2014 school year follows:

October 2013– Grades K-5
Working with ELL students in the classroom Grades K-5
November 2013– Grades K-5
Communicating with newly arrived ELL's – Tips for teachers
December 2013 – Grades K-5
Celebrating cultural commonalities. Demonstrating cross-cultural knowledge and understanding
January 2014 - Grades K-5
Modeling strategic thinking through a think-aloud story that demonstrates thinking strategies
February 2014 – Grades K-5
Strategies for test-takers – interweaving the four language skills
March 2014 – Grades K-5
NYSESLAT- From standards to assessment
April 2014 – Grades K-5
Promotional Criteria for ELL students. Use of multi-criteria

In addition, our teachers participate in ELL professional development offered by our Network and the Office of English Language Learners.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
 2. Our ESL teacher attends professional development sessions offered by the office of English Language Learners outside of the school building and then prepares turn key presentation to all staff during our PD time. A PD binder is kept at school as our ESL teacher engages in learning the Common Core Learning Standards and aligns them with the ESL Standards.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
 3. Our Guidance Counselor offers workshops and one on one support for the parents and teachers of our Grade 5 students as they transition from elementary school to middle school. Parents are informed of the application process and middle school open houses. Resources are available in multiple languages. Our Parent Coordinator collaborates with the Guidance Counselor for a smooth transition.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.
 4. PS 119's professional development plan (#1 above) ensures that all staff members have met and exceeded the minimum 7.5 to 10 hours hours of ELL training as per Jose P.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

1. Orientations for parents of newly enrolled ELL students is provided within the first ten days of admission. Our first orientations were scheduled for September 2013. All ELL parents were invited to view a video describing different ESL/Bilingual programs in their native language. The ESL teacher, parent coordinator and interpreters were available for discussion of information and to answer questions. The parents were also introduced to the State Standards, assessments, school expectations and general program requirements. All agendas and attendance were kept on file.

All parents, including parents of ELLs, are invited to join and participate in our Parents' Association monthly meetings. All parents are invited to attend school events, i.e., assembly programs, Magnet Expo, concerts, movie night, etc. Notices of events are sent home in the majority languages of our students to ensure that parents are aware of these events.

Translation services are available for the above events, as well as for Parent Teacher Conferences.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.

Activities and workshops are offered based on the needs identified by the parent surveys. All ELL parents are invited to participate in our monthly PA meetings where translators are available to address concerns and questions. All parents, including parents of ELLs, are invited to join and participate in our Parents' Association monthly meetings. All parents are invited to attend school events, i.e., assembly programs, Magnet Expo, concerts, movie night, etc. Notices of events are sent home in the majority languages of our students to ensure that parents are aware of these events.

Translation services are available for the above events, as well as for Parent Teacher Conferences.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Activities and workshops are offered based on the needs identified by the parent surveys. All ELL parents are invited to participate in our monthly PA meetings where translators are available to address concerns and questions. All parents, including parents of ELLs, are invited to join and participate in our Parents' Association monthly meetings. All parents are invited to attend school events, i.e., assembly programs, Magnet Expo, concerts, movie night, etc. Notices of events are sent home in the majority languages of our students to ensure that parents are aware of these events.

Translation services are available for the above events, as well as for Parent Teacher Conferences.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? Activities and workshops are offered based on the needs identified by the parent surveys. All ELL parents are invited to participate in our monthly PA meetings where translators are available to address concerns and questions. All parents, including parents of ELLs, are invited to join and participate in our Parents' Association monthly meetings. All parents are invited to attend school events, i.e., assembly programs, Magnet Expo, concerts, movie night, etc. Notices of events are sent home in the majority languages of our students to ensure that parents are aware of these events.

Translation services are available for the above events, as well as for Parent Teacher Conferences.

5. How do you evaluate the needs of the parents?

Activities and workshops are offered based on the needs identified by the parent surveys. All ELL parents are invited to participate in our monthly PA meetings where translators are available to address concerns and questions. All parents, including parents of ELLs, are invited to join and participate in our Parents' Association monthly meetings. All parents are invited to attend school events, i.e., assembly programs, Magnet Expo, concerts, movie night, etc. Notices of events are sent home in the majority languages of our students to ensure that parents are aware of these events.

Translation services are available for the above events, as well as for Parent Teacher Conferences.

6. How do your parental involvement activities address the needs of the parents?

Parent activities and workshops are offered based on the needs identified by the parent surveys. All ELL parents are invited to participate in our monthly PA meetings where translators are available to address concerns and questions. All parents, including parents of ELLs, are invited to join and participate in our Parents' Association monthly meetings. All parents are invited to attend

school events, i.e., assembly programs, Magnet Expo, concerts, movie night, etc. Notices of events are sent home in the majority languages of our students to ensure that parents are aware of these events.

Translation services are available for the above events, as well as for Parent Teacher Conferences.

D. Additional Information

Include any additional information that would be relevant to your LAP and would further explain and highlight your program for ELLs.

You may attach/submit charts. This form does not allow graphics and charts to be pasted.

Paste response here:

School Name: **22K119**

School DBN: **22K119**

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Lisa Fernandez	Principal		6/26/15
Barbara Snow	Assistant Principal		6/26/15
Bernadette Slack	Parent Coordinator		6/26/15
Victoria Romanov	ENL/Bilingual Teacher		6/26/15
	Parent		1/1/01
Gail Gill	Teacher/Subject Area		6/26/15
Pamela Gordon	Teacher/Subject Area		6/26/15
	Coach		1/1/01
	Coach		1/1/01
Regine Millien	School Counselor		6/26/15
	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM

2015-16 AND 2016-17 SCHOOL YEAR

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

C. School Information

District 22	Borough Brooklyn	School Number 119
School Name The Amersfort School		

D. Language Allocation Policy Team Composition

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

Principal Lisa Fernandez	Assistant Principal Barbara Snow
Coach type here	Coach type here
ENL (English as a New Language)/Bilingual Teacher Victoria Romanov	School Counselor Regine Millien
Teacher/Subject Area Gail Gill	Parent type here
Teacher/Subject Area Pamela Gordon	Parent Coordinator Bernadette Slack
Related-Service Provider type here	Borough Field Support Center Staff Member type here
Superintendent Julia Bove	Other (Name and Title) type here

C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	385	Total number of ELLs	29	ELLs as share of total student population (%)	7.53%
--	-----	----------------------	----	---	-------

Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) 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

This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education														0
Dual Language														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	29	Newcomers (ELLs receiving service 0-3 years)	3	ELL Students with Disabilities	26
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	4	Long-Term (ELLs receiving service 7 or more years)	0

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL										0
ENL	25			4			0			29
Total	25	0	0	4	0	0	0	0	0	29

Number of ELLs who have an alternate placement paraprofessional: 2

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Dual Language (ELLs/EPs*)
K-8**

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

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

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): _____

Number of students who speak three or more languages: _____

Freestanding English as a New Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish			1	1	1	2								5
Chinese														0
Russian														0
Bengali					1									1
Urdu			2	2	1									5
Arabic			2	0	1	1								4
Haitian				1	3	4								8
French		1	1			3								5
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	1	6	4	7	10	0	28						

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)					1	2								3
Emerging (Low Intermediate)			4	0	2									6
Transitioning (High Intermediate)				3	0	0								3
Expanding (Advanced)			2	6	5	4								17
Commanding (Proficient)														0
Total	0	0	6	9	8	6	0	0	0	0	0	0	0	29

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT <u>AND</u> TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT <u>AND</u> TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total														0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total														0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4									0
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry				
Math _____				
Chemistry				
Earth Science				
Living Environment				
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography				
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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:

9. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
Paste response to questions here:
10. What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
Paste response to question here:
11. How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
Paste response to question here:
12. For each program, answer the following:
 - d. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - e. Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - f. What is the school learning about ELLs from the periodic assessments? How is the home language used?**Paste response to questions here:**
13. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide](#), Support Services for ELLs (RTI and AIS) section and [RtI Guide for Teachers of ELLs](#).]
Paste response to question here:
14. How do you make sure that a student's new language development is considered in instructional decisions?
Paste response to question here:
15. For dual language programs, answer the following:
 - d. How are the English-proficient students (EPs) assessed in the target language?
 - e. What is the level of language proficiency in the target language for EPs?
 - f. How are EPs performing on State and other assessments?**Paste response to questions here:**

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

Paste response to question here:

Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

14. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent’s preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.

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

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

15. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

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

16. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).

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

17. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

To ensure that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, our bilingual translators make (follow up) phone calls to students' homes reminding the parents to return forms. The orientation process is repeated for those parents whose children are enrolled after the initial September orientation. Our Parent Coordinator also contacts parents who have not attended Orientation meetings or returned forms. The ESL teacher keeps a list of all ELL students, program selections as well as photocopies of all documents sent home. In rare cases when we are unable to contact the parents or guardians, we keep a list of students whose default program preference is bilingual as per CR Part 154.

18. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).

Once ELL students are identified their families are notified, they begin to receive services according to their needs. Beginner and intermediate English language acquisition students receive 8 periods of ESL services per week while advanced students receive 4 periods each week. Parent program selection forms are reviewed for appropriate placement options of ESL, bilingual or dual language. The parents are also notified in their native language about the placement of their children and the frequency of services. As of this school year, majority of our parents choose ESL program as their first choice. However, parents requests for Bilingual or Dual Language programs are kept on file and frequently reviewed. When 15 or more parents of the same language background and two consecutive grade levels are interested in Bilingual or Dual Language Programs, these programs will be open at school.

19. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

Parents orientations are conducted in the month of September, within 10 days of the students' enrollment, and as needed throughout the year. During the orientation, parents view a video in their native language as well as in English describing ELL program options. In house bilingual translators are available to answer questions or address concerns that parents may have about the selection of the most appropriate program for their child (the learning needs of their children). Also, during the orientation, the parents are given a Parent Survey and Program Selection forms to complete. They have to select the program they feel would best suit their child's learning needs. If a parent selects a program not currently offered at P.S. 119, they are assured that their selections are kept on file and once enough requests have been made for a particular program it will be opened.

20. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.

To ensure that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, our bilingual translators make (follow up) phone calls to students' homes reminding the parents to return forms. The orientation process is repeated for those parents whose children are enrolled after the initial September orientation. Our Parent Coordinator also contacts parents who have not attended Orientation meetings or returned forms. The ESL teacher keeps a list of all ELL students, program selections as well as photocopies of all documents sent home. In rare cases when we are unable to contact the parents or guardians, we keep a list of students whose default program preference is bilingual as per CR Part 154.

21. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.

To ensure that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, our bilingual translators make (follow up) phone calls to students' homes reminding the parents to return forms. The orientation process is repeated for those parents whose children are enrolled after the initial September orientation. Our Parent Coordinator also contacts parents who have not attended Orientation meetings or returned forms. The ESL teacher keeps a list of all ELL students, program selections as well as photocopies of all documents sent home. In rare cases when we are unable to contact the parents or guardians, we keep a list of students whose default program preference is bilingual as per CR Part 154.

22. Describe how your school ensures that placement parent notification letters are distributed.

To ensure that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, our bilingual translators make (follow up) phone calls to students' homes reminding the parents to return forms. The orientation process is repeated for those parents whose children are enrolled after the initial September orientation. Our Parent Coordinator also contacts parents who have not attended Orientation meetings or returned forms. The ESL teacher keeps a list of all ELL students, program selections as well as photocopies of all documents sent home. In rare cases when we are unable to contact the parents or guardians, we keep a list of students whose default program preference is bilingual as per CR Part 154.

23. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters). To ensure that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, our bilingual translators make (follow up) phone calls to students' homes reminding the parents to return forms. The orientation process is repeated for those parents whose children are enrolled after the initial September orientation. Our Parent Coordinator also contacts parents who have not attended Orientation meetings or returned forms. The ESL teacher keeps a list of all ELL students, program selections as well as photocopies of all documents sent home. In rare cases when we are unable to contact the parents or guardians, we keep a list of students whose default program preference is bilingual as per CR Part 154.
24. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
5. Certified and trained ESL teacher, Victoria Romanov keeps track of all ELL testing including LAB-R, SPANISH LAB, Periodic Assessment and the NYSESLAT. In order to make sure that all ELL students are tested, RLER report is being printed and students are tested. ESL coordinator, Victoria Romanov, along with the testing coordinator, Barbara Snow, use a double check system to ensure that all four components of the NYSESLAT are administered to students. Victoria Romanov, a licensed ESL teacher, administers all four modalities of the NYSESLAT while Barbara Snow checks all completed grids against the most recent RLER report.
25. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. To ensure that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, our bilingual translators make (follow up) phone calls to students' homes reminding the parents to return forms. The orientation process is repeated for those parents whose children are enrolled after the initial September orientation. Our Parent Coordinator also contacts parents who have not attended Orientation meetings or returned forms. The ESL teacher keeps a list of all ELL students, program selections as well as photocopies of all documents sent home. In rare cases when we are unable to contact the parents or guardians, we keep a list of students whose default program preference is bilingual as per CR Part 154.
26. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).
- P.S. 119's program is aligned with parents' request since most of the parents selected the ESL program over the Bilingual or Dual Language programs. Requests for bilingual and/or dual language programs are kept on file. As we annually review parents' choices for 2012-2013 school year, we realized that the parents of 22 students out of 33 students total request Freestanding ESL program as their first choice. 3 parents opted for the Dual Language program and 7 parents did not have their program choice on file so we listed them as requesting Bilingual placement as a default. One parent requested Bilingual program as their first choice.

Part V: ELL Programming

B. Programming and Scheduling Information

21. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (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]).
- d. Freestanding ENL program.
 - 1. a) At PS 119, our ELL instructions are delivered through freestanding ESL program using the Pull-Out models in compliance with Part 154 of the Commissioner's Regulations.
 - b) Our ESL programming is planned by flexible heterogeneous grouping of students according to their academic and linguistic needs. Beginner and Intermediate students receive 360 minutes of ESL instruction while advanced students receive 180 minutes weekly.
 - e. TBE program. *If applicable.*
Paste response to questions here:
 - f. DL program. *If applicable.*
Paste response to questions here:
22. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
- b. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?
2. PS 119 has a Freestanding ESL program this year, our ESL teacher works through a pull-out model. Students in our freestanding ESL program receive all instruction in English with native language support. New York State regulations determine how many units of ESL instruction each student should receive according to his or her English proficiency level from their NYSESLAT scores as per CR Part 154 mandate. All Beginners and Intermediate ELLs receive 360 minutes per week of ESL instruction. All advanced ELLs receive 180 minutes of ESL instruction per week and an additional 180 minutes per week of ELA instruction, in their classroom, as required under CR Part 154. ESL teacher collaborates with students' classroom common branch teacher to deliver support grade level, content area instruction through the use of ESL strategies and methodologies. Native language support is provided whenever possible by peer-tutoring or bilingual paraprofessional assistance.
23. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.
3. We provide all of our students with a wide variety of instructional materials and strategies to support the learning of ELLs in reaching and exceeding Common Core Standards. In order to meet the standards in Reading and Social Studies, each classroom is equipped with an ESL learning center that includes "Leap Pad" learning system and a collection of books, including alternate text sets, to improve listening, reading and comprehensive skills. To meet the standards in Math and Science, we are successfully utilizing "Every day Math" and "Envision" programs where ELL students have access to hands-on manipulative and books. Also, each classroom is equipped with a smart board, where technical support enhances language learning. In addition, each classroom contains "word walls" of science, math and social studies vocabulary that ELL students can use in all content areas. All ELLs have access to computer programs, i.e., Starfall, FunBrain, National Geographic online, et al, to support content area learning. Furthermore, all our teachers are involved in learning ESL methodology and participate in monthly ESL staff development activities. They are introduced to the cultural diversities of their ELL population and suggested activities and books that they can use on a daily basis. All PD is provided by a licensed ESL teacher. Additionally, all our ELL students have access to bilingual glossaries and dictionaries during classwork as well as being paired up with bilingual classmates and paraprofessionals.
24. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?
4. As appropriate, we employ school based staff and/or translation services for native language assessment of our ELLs.
25. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
5. We ensure that all ELLs are appropriately evaluated in all four modalities of English language acquisition through out the year by reviewing the Scale and Raw scores of the NYSESLAT. These scores let the school know if the children are progressing and what areas need additional support. Also, teacher made tests and observations provide an in depth understanding of children's strengths and weaknesses as well as Periodic baseline and Periodic assessment throughout the school year.
26. How do you differentiate instruction for each of the following ELL subgroups?
- f. SIFE
 - g. Newcomer
 - h. Developing

- i. Long Term
- j. Former ELLs up to two years after exiting ELL status

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

- a) SIFE students - Provide additional AIS services, i.e. Access Code computer program; Visual Thinking Strategies (VTS); Non-Fiction Skill builder Program.
- b) New ELLs (0-3 years) - Provide pull-out services as mandated by law (CR Part 154) by licensed ESL teacher. Also, because NCLB now requires ELA testing for ELLs after one year, all students are invited to participate in our Saturday ESL Academy to improve English language skills. Title III Saturday Academy include Access Code Program; Leveled Literacy Intervention Program, and Visual Thinking Strategies. In addition, we use different instructional strategies and grade-level materials that include Total Physical Response (TPR) activities, Balanced Literacy, alternate text sets, books on tape, and Leap Pads.
- c) Continues Entitlement ELLs (4-6 years) - In addition to the ESL services, we provide Academic Intervention Services (small group instructions) in literacy and math, i.e. Essential Skills Program, Quick Reads, VTS. Also, these students are invited to participate in our Saturday Title III Academy where they benefit from Access Code Program.
- d) Long Term ELLs (completed 6 years) - ESL services, Academic Intervention services, i.e. Soar to Success as well as VTS in our Saturday Academy Title III Program.
- e) Former ELLs (in years 1 and 2 after testing proficiency) - receive additional time on all content area exams (time + 1/2); continuous access to Academic Intervention services as well as small group instructions.

27. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section.

Between 6 and 12 months (from the date of the superintendent's notification to the principal, parent, guardian, and/or student), the principal, will review the Re-identification Process decision to ensure that the student's academic progress has not been adversely affected by the determination. The principal will consult with the team in the school, the parent/guardian, and the student. If the principal, based on the recommendation of qualified personnel and consultation with the parent/guardian believes that the student may have been adversely affected by the determination, the principal will provide additional support services to the student as defined in CR Part 154-2.3(j) and may reverse the determination within this same 6-to-12 month period. If the principal's decision is to reverse the ELL status, he/she must consult with the superintendent or his/her designee. Final decision notification must be in writing to the parent,

28. 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?

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

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

In order to enable diverse ELL-SWDs to achieve their IEP goals, we schedule PPC (pupil personnel committee) meetings where the special ed, general ed, related providers and ESL teacher discuss students in need of additional support and as a team come up with such solutions as scaffolding the instruction to meet the standards of the curriculum, providing additional homework

Chart 5.1 support, creating flexible groups within the classroom, etc. Some of the instructional strategies will include peer tutoring, ESL methodology all related to the Common Core Curriculum.

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
Chart 5.2 STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(u) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student's language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



*Note "other approved services" does not apply to New York City at this time.

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

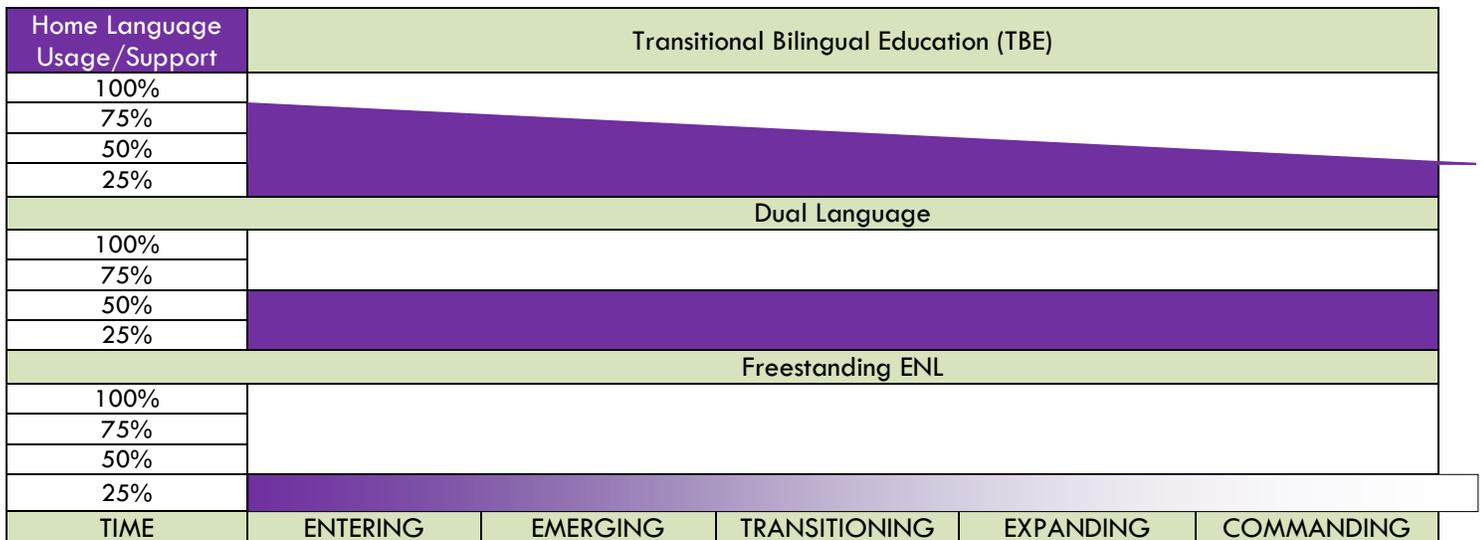


*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



E. Programming and Scheduling Information--Continued

30. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
9. AIS services (targeted instruction in listening, speaking, reading and writing in during the day/ after school programs) provided by classroom and ESL licensed teachers.
- Counseling services (group or individual based upon individual needs)
 - Referral to Related Services (referrals to outside agencies for further interventions individual or family)
 - Services provided as indicated on Individualized Education Plan (Collaborative Team teaching, related services).
 - Targeted/Differentiated instruction (small group targeted instruction via Balanced Literacy approach to reading during the day and in after school/Saturday programs).
 - Student Assessment Analysis (individual prescriptive and diagnostic plans are designed to facilitate tutoring of differentiated instructions in reading and math).
 - Pupil Personnel Committee (conferences among professionals are conducted to review students' cumulative records and recommend interventions).
 - Title III after school /Saturday English Program (differentiated literacy and hands-on math instruction through Visual Arts based on the individual needs).
 - Peace Academy (project based academic intervention and service learning after school program for our former and transitional students).
31. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
10. Our current academic language development include differentiated instruction, flexible grouping of students based on needs, focus on different learning styles and diverse methods of instruction, continue to provide instructional programs and interventions to enable ELLs to achieve high levels of English proficiency, use graphic organizers, vocabulary development activities, pre and post reading/writing activities to enhance comprehension, and provide instructional materials of high quality programs.
32. What new programs or improvements will be considered for the upcoming school year?
11. The school has put into place two new literacy programs that target ELLs. Access Code is a computer based program that focuses on phonics and decoding. The Leveled Literacy Intervention (LLI) program focuses on working with small groups of students on comprehension skills.
33. What programs/services for ELLs will be discontinued and why?
- The ELL Saturday Academy will be discontinued due to the withdrawal of Title III funding as a result of being 1 student short of the cut-off.
34. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. As part of the school population, our ELLs receive equal access to any and all school programs. In addition, to programs that take place during the day, ELLs are afforded access to the after school Magnet clubs, Dance, Chorus, Guitar, Rhythm, Recorder, Violin, Rock Band, and Tennis programs as well as Saturday Title III program where the learning acquisition takes place through VTS (Visual Arts) activities.
35. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
14. Each mainstream classroom in our school is equipped with a smart board as well as Laptops. We utilize programs such as Starfall and Funbrain among many others to enhance learning. In addition, there are Leap Pads learning systems in each classroom where the ELLs have access to books with higher interest and lower reading abilities levels. Furthermore, leveled libraries as well as bilingual dictionaries and glossaries are essential part of each classroom.
36. How is home language support delivered in each program model (DL, TBE, and ENL)?
15. All our ELLs have bilingual dictionaries and glossaries in addition to school translators and "buddies" to ensure comprehension in the native language. In addition, there are bilingual content area books and bilingual libraries available in the classrooms as the native language support in academic areas.
37. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
16. All of our services and resources correspond to ELLs' ages and grade levels since we utilize only leveled materials that we match with age, abilities and interests of our students.

38. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).

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

39. What language electives are offered to ELLs?

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

40. For schools with dual language programs:

- a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
- b. In which language(s) is each core content area taught?
- c. How is each language separated for instruction?
- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

We do not have a dual language program.

F. Professional Development and Support for School Staff

5. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
1. High quality Professional Development will take place throughout the school year in the areas of, but not limited to, balanced literacy and mathematics incorporating how to teach students with special needs and the ELL student population. These workshops will be given during our 50 minutes professional development session on Wednesdays as well as grade conferences and faculty conferences to all staff members. These workshops are provided to all members of our staff, including administration, paraprofessionals, school based support team members, secretaries, and guidance counselors. A minimum of one hour per month will be devoted to ELL services. Some of the sessions will focus on ESL strategies in the content areas. A tentative schedule of professional development activities for 2013-2014 school year follows:
- October 2013– Grades K-5
Working with ELL students in the classroom Grades K-5
November 2013– Grades K-5
Communicating with newly arrived ELL's – Tips for teachers
December 2013 – Grades K-5
Celebrating cultural commonalities. Demonstrating cross-cultural knowledge and understanding
January 2014 - Grades K-5
Modeling strategic thinking through a think-aloud story that demonstrates thinking strategies
February 2014 – Grades K-5
Strategies for test-takers – interweaving the four language skills
March 2014 – Grades K-5
NYSESLAT- From standards to assessment
April 2014 – Grades K-5
Promotional Criteria for ELL students. Use of multi-criteria
- In addition, our teachers participate in ELL professional development offered by our Network and the Office of English Language Learners.
6. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
2. Our ESL teacher attends professional development sessions offered by the office of English Language Learners outside of the school building and then prepares turn key presentation to all staff during our PD time. A PD binder is kept at school as our ESL teacher engages in learning the Common Core Learning Standards and aligns them with the ESL Standards.
7. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Our Guidance Counselor offers workshops and one on one support for the parents and teachers of our Grade 5 students as they transition from elementary school to middle school. Parents are informed of the application process and middle school open houses. Resources are available in multiple languages. Our Parent Coordinator collaborates with the Guidance Counselor for a smooth transition.
8. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.
4. PS 119's professional development plan (#1 above) ensures that all staff members have met and exceeded the minimum 7.5 to 10 hours hours of ELL training as per Jose P.

G. Parental Involvement

7. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

1. Orientations for parents of newly enrolled ELL students is provided within the first ten days of admission. Our first orientations were scheduled for September 2013. All ELL parents were invited to view a video describing different ESL/Bilingual programs in their native language. The ESL teacher, parent coordinator and interpreters were available for discussion of information and to answer questions. The parents were also introduced to the State Standards, assessments, school expectations and general program requirements. All agendas and attendance were kept on file.

All parents, including parents of ELLs, are invited to join and participate in our Parents' Association monthly meetings. All parents are invited to attend school events, i.e., assembly programs, Magnet Expo, concerts, movie night, etc. Notices of events are sent home in the majority languages of our students to ensure that parents are aware of these events.

Translation services are available for the above events, as well as for Parent Teacher Conferences.

8. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.

Activities and workshops are offered based on the needs identified by the parent surveys. All ELL parents are invited to participate in our monthly PA meetings where translators are available to address concerns and questions. All parents, including parents of ELLs, are invited to join and participate in our Parents' Association monthly meetings. All parents are invited to attend school events, i.e., assembly programs, Magnet Expo, concerts, movie night, etc. Notices of events are sent home in the majority languages of our students to ensure that parents are aware of these events.

Translation services are available for the above events, as well as for Parent Teacher Conferences.

9. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Activities and workshops are offered based on the needs identified by the parent surveys. All ELL parents are invited to participate in our monthly PA meetings where translators are available to address concerns and questions. All parents, including parents of ELLs, are invited to join and participate in our Parents' Association monthly meetings. All parents are invited to attend school events, i.e., assembly programs, Magnet Expo, concerts, movie night, etc. Notices of events are sent home in the majority languages of our students to ensure that parents are aware of these events.

Translation services are available for the above events, as well as for Parent Teacher Conferences.

10. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? Activities and workshops are offered based on the needs identified by the parent surveys. All ELL parents are invited to participate in our monthly PA meetings where translators are available to address concerns and questions. All parents, including parents of ELLs, are invited to join and participate in our Parents' Association monthly meetings. All parents are invited to attend school events, i.e., assembly programs, Magnet Expo, concerts, movie night, etc. Notices of events are sent home in the majority languages of our students to ensure that parents are aware of these events.

Translation services are available for the above events, as well as for Parent Teacher Conferences.

11. How do you evaluate the needs of the parents?

Activities and workshops are offered based on the needs identified by the parent surveys. All ELL parents are invited to participate in our monthly PA meetings where translators are available to address concerns and questions. All parents, including parents of ELLs, are invited to join and participate in our Parents' Association monthly meetings. All parents are invited to attend school events, i.e., assembly programs, Magnet Expo, concerts, movie night, etc. Notices of events are sent home in the majority languages of our students to ensure that parents are aware of these events.

Translation services are available for the above events, as well as for Parent Teacher Conferences.

12. How do your parental involvement activities address the needs of the parents?

Parent activities and workshops are offered based on the needs identified by the parent surveys. All ELL parents are invited to participate in our monthly PA meetings where translators are available to address concerns and questions. All parents, including parents of ELLs, are invited to join and participate in our Parents' Association monthly meetings. All parents are invited to attend

school events, i.e., assembly programs, Magnet Expo, concerts, movie night, etc. Notices of events are sent home in the majority languages of our students to ensure that parents are aware of these events.
Translation services are available for the above events, as well as for Parent Teacher Conferences.

H. Additional Information

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

Paste response here:

Part VI: LAP Assurances

School Name: 22K119**School DBN: 22K119**

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Lisa Fernandez	Principal		6/26/15
Barbara Snow	Assistant Principal		6/26/15
Bernadette Slack	Parent Coordinator		6/26/15
Victoria Romanov	ENL/Bilingual Teacher		6/26/15
	Parent		1/1/01
Gail Gill	Teacher/Subject Area		6/26/15
Pamela Gordon	Teacher/Subject Area		6/26/15
	Coach		1/1/01
	Coach		1/1/01
Regine Millien	School Counselor		6/26/15
	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01