

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001): **24Q119**

School Name: **I.S. 119 THE GLENDALE**

Principal: **JEANNE FAGAN**

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: PS/IS 119 School Number (DBN): 24q119
Grades Served: K-3, 6-8
School Address: 74-01 78 Avenue Glendale NY 11385
Phone Number: 718-326-8261 Fax: 718-456-9523
School Contact Person: Jeanne Fagan Email Address: Jfagan2@schools.nyc.gov
Principal: Jeanne Fagan
UFT Chapter Leader: Patricia Calvo
Parents' Association President: Christina DeSimone
SLT Chairperson: William Teehan
Title I Parent Representative (or
Parent Advisory Council
Chairperson): _____
Student Representative(s): _____

District Information

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

Borough Field Support Center (BFSC)

BFSC: Queens Director: Lawrence Pendergast
Director's Office Address: Queens Plaza North 28-11 QPN Queens, NY 11101
Director's Email Address: LPender@schools.nyc.gov
Phone Number: _____ Fax: _____

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)
Jeanne Fagan	*Principal or Designee	
William Teehan	*UFT Chapter Leader or Designee	
Christina DeSimone	*PA/PTA President or Designated Co-President	
Eileen Walsh	DC 37 Representative (staff), if applicable	
	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	
Lizeth Kellner-Ojeda	Member/Parent	
Nelcia Cruz	Member/Parent	
Genalin Kalpaxis	Member/ Parent	
Frank DeSimone	Member/ Parent	
Jordana Kottler	Member/ Teacher	
Robin Diamond	Member/ Teacher	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Fred Baumann	Member/ Assistant Principal	
Elizabeth Burzynski	Member/ Parent	
	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.

The Glendale/24Q119 is an elementary/middle school with 1087 students from grade K-3 and grades 6-8. The school population comprises 1.5% Black, 32% Hispanic, 43% White, and 17% Asian students. The student body includes 4% English language learners and 7% special education students. Boys account for 49% of the students enrolled and girls account for 51%. The year-to-date average attendance rate for the school year 2014-2015 is 95.7%.

PS/IS 119's mission is to provide the whole child with strategies, skills, and character traits to become a constructive member of society and the work force. In order to do so, students are provided with rigorous academics and opportunities to fulfill their potential (research of Carol Dweck), and social/emotional growth, provided by our collaboration with faculty, support staff, and our Community Based Organization (CBO). We strive to provide students within an inclusive setting, which is the optimal learning environment, to become the best that they can be.

Our school is comprised of over 50% of the Gifted and Talented population in grades 1-3 and 6-8. Their needs include a various high-level curricula (Mandarin, robotics, performing arts) that will be challenging. Although often times academically stronger, these students often require social/emotional growth development.

We are a growing K-8 model and will include grade four next year. One of the most significant decisions that we have made as a school community is to departmentalize our elementary grades. Students are taught all content areas by teachers who are strong in that subject area. Students move to designated classrooms that offer a rich learning environment specific to the content.

According to our 2014-2015 Quality Review, PS/IS 119 areas of celebration that were aligned with the elements of the Framework for Great Schools, were rigorous instruction, and collaboration among teachers within a supportive environment. Our key area of focus for this year, based on the elements, would be creating and reinforcing strong family ties with members of the 119 school family. We began, in collaboration with our CBO, (movie nights, basketball tournaments etc.) and with our support staff (guidance counselor, parent coordinator) to provide many events to include parents in the academic life of their child. We will continue this process and extend our goals to include 'Student Led Conferences' (SLC) as part of our parent-teacher conference protocol, and elementary class parents as ambassadors for our parent body. Our goal will lead to a strengthened belief in the partnership between family and school to develop the whole child and a productive student.

24Q119 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	0K,01, 02,03, 06,07, 08	Total Enrollment	1090	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
				17
Types and Number of Special Classes (2014-15)				
# Visual Arts	6	# Music	23	# Drama
# Foreign Language	21	# Dance	N/A	# CTE
				N/A
				N/A
School Composition (2013-14)				
% Title I Population	63.1%	% Attendance Rate		95.1%
% Free Lunch	61.8%	% Reduced Lunch		13.7%
% Limited English Proficient	3.8%	% Students with Disabilities		13.4%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.5%	% Black or African American		1.2%
% Hispanic or Latino	32.1%	% Asian or Native Hawaiian/Pacific Islander		22.5%
% White	43.4%	% Multi-Racial		0.3%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	6.16	# of Assistant Principals (2014-15)		2
# of Deans (2014-15)	1	# 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)		2.9%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.2%	Average Teacher Absences (2013-14)		6.76
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	57.4%	Mathematics Performance at levels 3 & 4		61.4%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		46.6%
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		100.0 %
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		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	YES	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		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	YES	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		N/A
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		YES
White	YES	Multi-Racial		YES
Students with Disabilities	YES	Limited English Proficient		N/A
Economically Disadvantaged	NO			
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.

According to the 2014-2015 QR results, PS/IS 119 received a score of Well-Developed and it was cited as an area of celebration in the topic of rigorous instruction. Last year, this rigorous instruction and the pedagogy surrounding it, allowed our school to fall within the top 6-10 percent of city schools based on the data provided by the 2013-2014 state exams. We pride ourselves on the level of academic rigor that we are able to provide through the use of teacher-created curricula.

PS/IS 119 is a growing K-8 model school. In 2015-2016, there will be an addition of grade four to our program. Our goal will be to ensure that high standards are set for every fourth-grade class curricula and that all activities are aligned with the Common Core and excellent pedagogy.

One of our school’s strengths is the teacher teams and the creation of curricula. In the 2014-2015 school year, with the assistance of the two coaches and the support of our network and teacher teams, we were able to create curricula in the major content areas aligned with the Common Core and which contained high-level tasks and assessments.

Our school needs support the fact that even though we have begun the process of creating the curricula for grade four, it is not wholly completed. The work cannot be completed without the yearlong revision process based on the examination of student work and the execution of the lessons. Additionally, because we are departmentalized in elementary school, we will need to hire and train new staff in the content area and to build a sense of community between elementary educators and among elementary and middle-school educators.

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, four units of study will be collaboratively created, implemented, and revised for each of the fourth-grade major content areas (literacy, math, science, social studies) to improve instruction as measured by the units of study, teacher team agendas, and coaches’ logs.

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) 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>Professional learning, centered on the creation, implementation, and revision of the curricula documents will take place two times a week for each teacher team.</p>	<p>Teachers</p>	<p>September – June 2016</p>	<p>Administration/coaches</p>
<p>Individual and team coach meetings will be scheduled once a week along with inter-class visitations once a month between team members.</p>	<p>Teachers</p>	<p>September – June 2016</p>	<p>Administration</p>
<p>All initial and revised work on curricula will be posted on Edmodo for the faculty/administrators to view and post comments.</p>	<p>Teachers</p>	<p>September – June 2016</p>	<p>Administration</p>
<p>Workshops will be offered to parents conducted by the coaches once a month on the Common Core connection with the curricula.</p>	<p>Parents</p>	<p>September – June 2016</p>	<p>Coaches</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>Two coaches’ salary</p> <p>Scheduling common prep periods for teacher teams</p> <p>Per session for additional time spent on curricula/workshops</p> <p>Cost of Edmodo</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		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.

By February 2016, two units of study for each of the four content areas for the fourth grade curricula will be completed evidenced by the units of study, teacher team agendas, and coaches' logs.

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.

After examining student responses on the Learning Survey and attendance sheets for major social events that the school offers, it was determined last school year (2013-2014) that students did not feel a sense of community within the building and utilized this data into our 2014-2015 CEP goals. We implemented a ‘Morning Meeting’ program, reorganized the groupings of students and reconfigured the time spent in the morning meeting (15 minutes), as well as, reassigned class designations, in order to build a sense of renewed community among students and to incorporate major components of Carol Dweck’s theory of mindset. Additionally, we began a specific auditorium program (Second Steps) for elementary- and middle- school students to align with our above-mentioned CEP goal.

Our annual goal last year stated that we were to have a 40% increase in students’ positive attitude evidenced by pre-post student survey and attendance at social events. We now would like to extend our CEP goal to an additional 25% increase in students’ positive attitude and will use this year to revisit and improve our action plan.

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, our school will implement an effective system through auditorium and morning meeting programs, the use of the Student Lead Conferences, and student scheduling, to create an inclusive school environment based on positive beliefs about effort which will result in a 25% increase in affirmative attitude evidenced by qualitative data (pre-post surveys, attendance at school events, morning meeting outcome reports).

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 Supportive Environment 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>Develop a Morning Meeting Committee that will convene once a week to create structures and activities for the morning meeting groups based on the research of Carol Dweck.</p>	<p>Teachers</p>	<p>September – June</p>	<p>Administrators/Team members</p>
<p>Create a report card designation of pass/fail for the morning meeting class to ensure attendance and participation.</p>	<p>Students</p>	<p>September – June</p>	<p>Administration</p>
<p>Implement parent workshops/book study on the theory of ‘mindset’.</p>	<p>Parents</p>	<p>September – June</p>	<p>Guidance Counselor</p>
<p>Professional development workshops for teachers based on the theory of ‘mindset’ (C. Dweck).</p>	<p>Teachers</p>	<p>September – June</p>	<p>Teachers/Committee members</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>Schedule adjustments for morning meetings.</p>										
<p>Per session for Morning Meeting Committee members.</p>										
<p>Materials and resources for the student activities.</p>										
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>										
<p>X</p>	<p>Tax Levy</p>		<p>Title I SWP</p>	<p>Title I TA</p>		<p>Title II, Part A</p>		<p>Title III, Part A</p>		<p>Title III, Immigrant</p>
	<p>C4E</p>		<p>21st Century Grant</p>	<p>SIG/SIF</p>		<p>PTA Funded</p>		<p>In Kind</p>		<p>Other</p>

Part 5 – Progress Monitoring

<p>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.</p>
<p>By February 2016, there will be a 10% increase in student positive behavior evidenced by the qualitative data.</p>

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.

According to the 2014-2015 Advance data for MOTP results, the rating distribution by domain/component revealed that overall, teachers were 53% effective, 32% highly effective, 13% developing, and 2% ineffective.

According to Teachboost data, Danielson competency 1e: Designing Coherent Instruction has been rated 38 times as either ineffective (10) or developing (28). Although the data reveals that the majority of teachers are effective, this component is essential for quality lessons and should be effective for all teachers on a consistent basis.

Additionally, the Quality Review supports this finding by stating that our area of focus, with a rating of Proficient, was developing teacher pedagogy that engages students so that all students produce meaningful work products. The QR comment listed stated, ‘Teaching strategies that provide multiple entry points were seen across classrooms but the practice was not consistent leading to uneven access into curricula in some classrooms.’

Our school strengths are as follows:

- Teaching practices are aligned to the curricula and reflect an articulated set of beliefs about how students learn best (QR).
- Student work products and student discussions reflect high levels of student thinking and participation (QR).

Our priority need that will be addressed in the goal and action plan:

Although our Professional Development plan this year was positive and addressed our instructional focus, there were not sufficient one-on-one professional development opportunities for teachers to strengthen their practice within a cycle of learning. Our goal is to develop a system to offer professional development opportunities while building leadership capacity within the school to improve individual teacher practice.

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, M measurable, Achievable, Relevant, and Time-bound.

By June 2016, four Department Leads will be selected (as well as two existing coaches for the elementary program) to disseminate information through collaborative professional development and track the progress of the ‘Cycles of Learning’ for each of the four content area middle- and elementary-school teachers utilizing a non-evaluative protocol, to improve teacher practice evidenced by an increase of 20% in the observation rating components 1e: Designing Coherent Instruction (Danielson Framework) within the data collection system utilized in Teachboost and Advance and the results of the formal/informal observations.

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) <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>Department Lead/Coach meetings will take place once a week. Data will be reviewed for each department and next steps will be implemented.</p>	<p>Teachers</p>	<p>September-June 2016</p>	<p>Administrators</p>
<p>Department Leads will create Cycles of Learning for specific teachers in need that will be four to six weeks. Evaluations/next steps will be made at the end of the cycle.</p>	<p>Teachers</p>	<p>September-June 2016</p>	<p>Department Leads</p>
<p>Trust will be gained in a culture of growth and guidance to achieve high levels of teacher practice by one-to-one conferences, lunch-and-learns, and inter-class visitations.</p>	<p>Teachers</p>	<p>September-June 2016</p>	<p>Teachers</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>Common preparation periods will be scheduled for meetings.</p> <p>Purchase of Teachboost program</p> <p>Per session postings for highly-qualified teachers will be posted.</p> <p>Professional development opportunities will be provided by the Regional Office that the Department Leads and coaches will attend. Per diem substitutes will be utilized in their absence.</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		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.

By February 2016, at least 30% of specified teachers in need of improvement in competency 1e (coherent instruction) will be evident as measured by feedback from observations using the Danielson Framework for Teaching and Teachboost data.

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		21st 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

<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–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

<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–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–<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 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)	Students are identified based on the NY State ELA test and the performance assessment baseline. Elementary school students are identified by their Fountas and Pinnell reading scores. RTI services are given to students in grades K-3. AIS Services are given to student in grades 6-8. Services are given to students with a scale score below proficiency levels.	There are three tiers of intervention provided for targeted students. Tier 1 interventions include: differentiated instruction, group instruction, guided group conferring with strategy lessons, and individual conferencing. Tier 2 students receive intervention services at least once a week. They receive Iready services at least once a week. Tier 3 intervention services include the services of SETTS, ICT, speech/hearing, occupational and physical therapy. SETTS and ICT teachers push in and follow NYC DOE guidelines. Materials are modified based on students needs. Saturday school is offered to students for additional support.	Tier 1 – small group conferring and instruction. Tier 2- Report to the computer lab with an AIS /RTI provider weekly to work with IReady program. Tier 3 – Teachers meet individually using programs such as, LLI and Foundations to work on academic needs.	Tier 1 – During the school day, students will stay in classroom. Tier 2- During the school day, provider will push in or pull students out. Tier 3- During the school day as a pull out program.
Mathematics	Students are identified based on the NY State math test and the performance	There are three tiers of intervention provided for targeted students. Tier 1 interventions	Tier 1 – small group conferring and instruction.	Tier 1 – During the school day, students will stay in classroom.

	assessment baseline. Elementary school students are identified by their reading scores. RTI services are given to students in grades K-3. AIS Services are given to student in grades 6-8. Services are given to students with a scale score below proficiency levels.	include: differentiated instruction, group instruction, guided group conferring with strategy lessons, and individual conferencing. Tier 2 students receive intervention services at least once a week. They receive Iready services at least once a week. Tier 3 intervention services include the services of SETTS, ICT, speech/hearing, occupational and physical therapy. SETTS and ICT teachers push in and follow NYC DOE guidelines. Materials are modified based on students needs. Saturday school is offered to students for additional support.	Tier 2- Report to the computer lab with an AIS /RTI provider weekly to work with IReady program. Tier 3 – Teachers meet individually using programs such as, LLI and Foundations to work on academic needs.	Tier 2- During the school day, provider will push in or pull students out. Tier 3- During the school day as a pull out program.
Science	AIS is directed toward students who struggle with science content based on the pre-assessment baseline and unit exams.	AIS in science takes place in the classroom. Students who struggle with content are given additional support through differentiated instruction, scaffolds, and guided groups.	Tier 1- small group conferring and instruction. Tier 2- AIS providers meet with individual students.	Tier 1 and 2 – During the school day in the classroom.
Social Studies	AIS is directed toward students who struggle with social studies content. Individual and group needs are based on unit pretests.	AIS in social studies takes place in the classroom. Students who struggle with content are given additional support through differentiated instruction, scaffolds, and guided groups.	Tier 1- small group conferring and instruction. Tier 2- AIS providers meet with individual students.	Tier 1 and 2 – During the school day in the classroom.
At-risk services (e.g. provided by the Guidance Counselor,	Mandated students receives services via the IEP.	The school guidance counselor provides individual and group	Individual and group counseling.	During the school day, individual and group counseling as

<p><i>School Psychologist, Social Worker, etc.)</i></p>	<p>Recommendation may be considered either by the PPC team or parents.</p>	<p>counseling to at-risk students and will monitor progress throughout the year.</p> <p>The part-time school psychologist and social worker meet with students as their schedule permits. They work with teachers, parents and administrators to secure needed services for all students.</p>		<p>per the IEP or recommendation.</p>
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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.
<p>The following are the strategies and activities used for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified:</p> <ul style="list-style-type: none"> - All teachers are given professional development weekly, as well as, on professional development days dedicated to staff development. - Positions are posted on the online DOE website where candidates can apply.

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).
<p>Our Instructional Focus this year continues to focus on incorporating the Instructional Shifts, namely Staircase of Complexity , through the utilization of Close reading and critical thinking to enable all students an opportunity for challenging work and to prepare them to be college and career ready.</p> <p>Professional development is planned collaboratively with the professional learning team based on school-wide goals and needs.</p> <p>All teachers are given professional development on a weekly basis, as well as on professional development days dedicated to staff development.</p> <p>Teachers attend teacher team meetings at least twice a week where units of study are revised.</p> <p>ELL, ICT teachers and elementary school teachers attend ongoing professional development when offered by the DOE.</p> <p>The literacy and mathematics coaches and department leads will support teachers and their progress.</p>

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.).

Parents of pre-kindergarten children will receive orientation on how best to prepare their child for kindergarten. Parent workshops will be conducted to provide parents with the social and academic expectations for their children. Information will be provided to explain the Common Core Learning Standards and the Instructional Shifts and how they are aligned to the school’s curriculum.

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

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

4c. “Conceptual” Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds, 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	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.
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		FY '16 school allocation amounts)	Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	368,753.00	X	11
Title II, Part A	Federal	0		
Title III, Part A	Federal	11,200.00	X	11,13
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	5,429,774.00	X	11,13,15

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. **PS/IS 119**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **PS/IS 119** will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math, and use of technology;

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability, grade-level curriculum, and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;

- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, 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) Template

PS/IS 119 in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards 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>PS/IS 119, The Glendale</u>	DBN: <u>24Q119</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 checked="" type="checkbox"/> Before school <input type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>41</u>
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>1</u>
of certified ESL/Bilingual teachers: <u>1</u>
of content area teachers: <u>0</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: _____ In order to provide ELLs, SWDs, FELLs (former ELLs who achieved former ELL status within the past two years) and at-risk students with additional instructional and student support programs, we have supplemented our ESL program with our before and after school program so that our students have greater access to CCLS and our parents have a clearer understanding of the ways in which they can help support the achievement of their children's goals. The ELL provider will be an ESL licensed teacher. Additionally we have purchased an ESL literacy program, "Language Power" published by Teacher Created Materials in order to support our ELL students in the morning program. Our school carefully monitors the effectiveness of the morning program and the instructional strategies and activities that go along with the coordination and integration of this morning program.

All services including programs supported by NCLB are coordinated to ensure that there are no duplication of services and to ensure equity and access so that all eligible students (including students in targeted subgroups SWDs, ELLs, Homeless, SIFE, etc.) are provided with services to expedite their progress towards meeting this annual goal and state assessments.

The Title III program is a before and after school program program that will use the Language Power supplemental literacy program as well as the iReady computer program. Our program begins before school at 7:15 am. The program will run for 45 minutes and end at 8:00 am. The afternoon program will take place on Wednesday and Thursday after school ends beginning at 2:30 until 3:30. The type of programs that we will use in addition to "Language Power", will include: acquiring ELL skills through use of technology and direct ELL instruction. The program will be offered to all of our participants (kindergarten, grade one, grade six, seven and eight ELL students). Groups of beginners, intermediates, advanced and elementary students will be assisted by the ESL teacher. Group size will not exceed nine in a group with a total of forty one students in all. Because we have a wide range of ELLs, the program will be differentiated, based on the student's individual levels and needs. The morning program will be offered three times a week by a licensed ESL teacher for a total of 20 weeks. The after school program will be offered two times a week for twenty-two weeks. Both programs will begin in November and end in April. The ESL teacher will monitor the students' progress and offer them assistance as required. The language of instruction will be English.

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

The rationale of why we are using "Kaplan Test Prep" for ELA and the "Language Power" reading program is that it is research-based and has an excellent reputation in developing ELL skills. Additionally the ESL teacher can use the MyON and iReady computer based programs. Our past experience with computer programs (V-math, Achieve 3000, Rosetta Stone) have shown increases in student achievement for our ELL population. Activities include comprehension skills, mathematics skills, language skills while utilizing technology that keeps students focused and interested. The MyON and iReady program design offers differentiated instruction that is ideal for our beginner, intermediate and advanced groups.

Part C: Professional Development

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

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

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

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

1. October (First of a series): CFN 204 Network Meeting on strategies to improve academics for ELLs using the 2013 NY State ELA test. (8:30 - 2:20).
2. November 4, 2014: RTI Training for ELL students using the iready program.
3. November 4, 2014 : MyON professional development provided by MyON professional developers (3 hours) Differentiating for ELL learners.
4. September-June- (Weekly common planning meetings) Accessing multiple entry points in the units of study for ELLs (42 minutes). The ELL provider will rotate meeting with the middle school 6,7, and 8 general education teachers of ELA to review and assess ELA curriculum and access for ELLs.
5. December 18, 2014 : Network 204 ELL liaison meeting with ESL teacher to continue to strategize supportive ELL strategies to help ELLs in the classroom.
7. January 23, 2015- New ESL Teacher Cohort Meeting (TBA), ESL Teacher
8. January 30, 2015- ELL Liaison Meeting (TBA), CFN, ESL Teacher
9. March 6, 2015- ELL Liaison Meeting (TBA), CFN, ESL Teacher
10. March 27, 2015- New ESL Teacher Cohort Meeting (TBA) ESL Teacher
11. March 29, 2015- New ESL Teacher Cohort Meeting (TBA) ESL Teacher
12. May 21, 2015- ELL Liaison Meeting (TBA) ESL Teacher

Part D: Parental Engagement Activities

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

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

Begin description here: Outreach for parent involvement will take place throughout the year (approximately seven sessions - 1 hour each) through parent workshops offered by the parent coordinator, the literacy coach and the math coach. Workshops will occur both during the school day and in the evening for parents who work.

Workshops will include review of the Common Core State Standards, student goals in math and literacy, curriculum review and online software training that can be accessed at home or facilities other than school. Parents will be notified through back packed letters, the school web site, www.psis119.org, that has translation services available in all languages. Translation services will also be provided by the NYC DOE, Translation and Interpretation Services and our Spanish and Mandarin teachers. In addition the Parent Coordinator, Seema Boiardi will reach out to targeted parents.

Part D: Parental Engagement Activities

The Workshop schedule will be:

- September 18: Curricula Night for all parents to visit students' classrooms and teachers and learn about the ELA, Math, Science, and Social Studies Curricula. Conference will be held between 5:30-8:00 PM.
- October 28, 2014: Parent Book Club, with the Parent Coordinator for parent engagement.
October 30 : Coaches workshop on supporting students when working on ELA and Math goals. Conference will be held in the morning 8:30 AM and in the afternoon at 1:00 PM.
- November 13: Parent workshop on supporting our ELL's using the MyON, and iready programs at home. Parent Coordinator, 1:00 PM
-
- November 26 - Promotional Criteria for Grades K to 3 What Your Child Should Know by the End of Each Grade
- December 17- Parent Workshop with Parent Coordinator, "The Glass Castle," book discussion.
- January- Preparing Your Child for the 3rd Grade State Tests in Literacy and Mathematics
- January 9, 2015: Parent workshop for attendance and achievement. Parent Coordinator
- January 21, 2015: Parent Workshop for meet and greet for ELL parents. Create an ELL community. Parent Coordinator
- February 5, 2015- Helping Parents understand the NY State ELA and Math assessment.
- February-Components of Balanced Literacy. How to Support Problem Solving in Mathematics
What are the Instructional Shifts in Literacy and Mathematics?
- March: Parent workshop led by ESL teacher, "Preparing ELL students for NYSESLAT."
- March: Parent workshop led by Literacy and math coach, Depth of Knowledge-
"Higher Level Questioning and Activities in Literacy and Mathematics."
- May: Parent workshop led by elementary literacy and math coach, " What Can You Do Over the Summer to Support Learning?" And, "What To Expect for the Next School Year?"

Part E: Budget

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

Allocation Amount: \$ _____

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

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

Allocation Amount: \$ _____

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

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 24	Borough Queens	School Number 119
School Name PS/IS 119 The Glendale		

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 Jeanne Fagan	Assistant Principal Fred Baumann
Coach Melissa Fitapelli	Coach Holly Foster
ENL (English as a New Language)/Bilingual Teacher type here	School Counselor Gina Lyons
Teacher/Subject Area Pauline Minunni	Parent Gabrielle Vautrain
Teacher/Subject Area type here	Parent Coordinator Nicole Rini
Related-Service Provider Johanna Fernandez	Borough Field Support Center Staff Member type here
Superintendent	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 not currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	5
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 not currently teaching in the ENL program	4	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)	1190	Total number of ELLs	49	ELLs as share of total student population (%)	0.00%
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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 type="checkbox"/>
	6 <input checked="" type="checkbox"/>	7 <input checked="" type="checkbox"/>	8 <input checked="" type="checkbox"/>	9 <input type="checkbox"/>	10 <input type="checkbox"/>	11 <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 checked="" type="checkbox"/>	No <input 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		Newcomers (ELLs receiving service 0-3 years)		ELL Students with Disabilities
SIFE		Developing ELLs (ELLs receiving service 4-6 years)		Long-Term (ELLs receiving service 7 or more years)

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	38	0	6	11	0	3	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 1

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

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

**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	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: _____
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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	0			3		6	1	4					0
Chinese	4	4	1											0
Russian														0
Bengali														0
Urdu														0
Arabic					1		4	5	2					0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish		2	2				1	1	3					0
Albanian														0
Other		2												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)	3	0	2	0	3	0	2	3	4					0
Emerging (Low Intermediate)	0	0	0	0	0	0	0	0	0					0
Transitioning (High Intermediate)	1	1	0	0	0	0	0	0	3					0
Expanding (Advanced)	1	4	0	0	1	0	9	4	2					0
Commanding (Proficient)	0	3	1	0	0	0	0	0	0					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	0	0	0	0	0					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	0	0	0	0	0	0	0	0					0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	0	0	0	0	0
4	1	0	0	0	0
5					0
6	11	0	0	0	0
7	4	3	0	0	0
8	4	5	0	0	0
NYSAA				1	0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3	0		0		0		0		0
4	0		1		0		0		0
5	0		0		0		0		0
6	10		1		0		0		0
7	5		2		0		0		0
8	4		5		0		0		0
NYSAA	0		0		0		1		0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4	0		0		0		0		0
8	5		4		0		0		0
NYSAA Bilingual (SWD)	0		0		1		0		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	0			
Integrated Algebra/CC Algebra	4		3	
Geometry/CC Algebra	0			
Algebra 2/Trigonometry	0			
Math _____	0			
Chemistry	0			
Earth Science	0			
Living Environment	0			
Physics	0			

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	0			
Geography	0			
US History and Government	0			
LOTE	0			
Government	0			
Other _____	0			
Other _____	0			
NYSAA ELA	0			
NYSAA Mathematics	0			
NYSAA Social Studies	0			
NYSAA Science	0			

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)	0	0	0	0	0	0	0	0
Chinese Reading Test	0	0	0	0	0	0	0	0

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.
At P.S. /I.S. 119 we use the NYSESLAT, classroom tests, portfolios, ELL periodic assessments, "i-ready" diagnostic assessments in ELA and mathematics, and Fountas and Pinnel for our elementary school students in order to assess our ELL students. The DRA is used to monitor and evaluate student progress in reading accuracy and comprehension, Fountas and Pinnell leveled books, NYC Performance Assessments, NYC Periodic Assessments, San Diego Quick Assessment to determine instructional reading level. Teachers quarterly administer running records to determine accuracy rate, error rate, self-correction. Formative and summative instructional assessments are used during the lessons and for final tasks in our curriculum maps. Additionally, Comprehension Analysis is done on non-fiction text based, inference and critical response questions. On-line assessment "i-ready" is also utilized. All data informs and drives differentiated instruction. Insights provided from the data will show us improvements or regressions. This information helps inform our instruction by giving us our next steps in planning instruction and differentiation.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
Across all grades, students showed the highest scores in Listening & Speaking modalities of the NYSESLAT. Scores in Reading and Writing vary according to the individual student. The 2015 NYSESLAT results reveal that of the 53 students tested (4.2%), 18 attained proficiency (33.96%). The target percentage for our school was 15.00% which is a 18.96% difference between the target and the current status.
NYSITELL data reveals that presently, there are 37 students that are Entering, 5 that are Transitioning, 5 are Expanding, and 4 Advanced.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
The 2014-2015 NYSESLAT exam results, according to the AMAO 2, it was revealed that we have met our target every year from 2009- 2015. Our percent of proficient students has increased from 2009-2015 from 11.8% to 15% . Of the 53 tested, four students scored at or below the 25th growth percentile and scored at level 1 or 2 on ELA. Six students scored at or below the 25th percentile and scored at level 1 Or 2 on math. Nineteen students were at-risk level 3 or greater. There are three long-term ELLs.

AMAO 1 data (students who made progress in English Language Acquisition) was not available. According to the RLAT report though, of the 18 students who took both the 2013 and 2014 NYSESLAT exam, 3 moved from beginner to intermediate, 5 moved from intermediate to advanced, 1 moved from an advanced to intermediate, and 9 did not move (including those designated as advanced).

4. For each program, answer the following:
 - a. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - b. Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - c. What is the school learning about ELLs from the periodic assessments? How is the home language used?

a. N/ A

b & c Annual ELA and content area assessments are used to provide detailed information regarding the student's strengths and weaknesses in English language development and serve as a resource to plan individual and group instruction. Instruction is provided in English as a free standing ESL class and in the content areas with individual and the ESL teacher.
5. 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*.] The RTI teachers, work with the K-2 ELL students who need additional support. As a Response to Intervention, our school utilized "i-ready", a diagnostic and individualized web-based instruction for our ELL's. Teachers monitor learning and differentiate lessons on a needs basis. Additionally, RTI teachers use "LLI" to provide first language support to our ELL's in oral language development and help instruct them in the five key components of reading (phonological awareness, phonics, fluency, vocabulary and comprehension.)
6. How do you make sure that a student's new language development is considered in instructional decisions?
NA
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the target language?
 - b. What is the level of language proficiency in the target language for EPs?
 - c. How are EPs performing on State and other assessments?

NA
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).
The way we evaluate success for our ELL students is through the students' scores on the NYC ELL Periodic Assessment, NY State NYSESLAT levels, NY State ELA and Mathematic Assessment results, and the AYP for ELLs.

Part IV: ELL Identification Process

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

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.
Beginning in the 2015-16 school year, the English Language Learner (ELL) Identification Process includes 4 steps: (1) the administration of the Home Language Identification Survey (HLIS), which includes an interview with the student and parent to determine the student's home language, (2) determination of eligibility to take the New York State Identification Test for English Language Learners (NYSITELL), (3) the administration of the NYSITELL, (4) the administration of the Spanish LAB to newly identified ELLs whose home language is Spanish Students who are identified as ELLs.
The person responsible for conducting the initial screening as well as the entire process is the licensed ESL teacher. In addition to administering the HLIS, students are given the NYSITELL in English and the LAB R in Spanish if applicable. Completion of the process is within 10 school days of entry or 20 days for students entering with IEPs.
Parents and students are accommodated and supported during the intake process by providing a translator if needed. Additionally, parent orientations are conducted in preferred languages for information and program selection. They are informed of all three program models and are provided a Parent Survey and Selection Form.
The Spanish Lab is administered by a Spanish speaking pedagogue. Students are identified as ELL's when they are admitted to the school. They are pulled by the license ELL teacher for ELL services. They are identified as ELL and consequently given the NYSESLAT assessment during the administration period.
2. 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).

When a student registers for school the initial identification of those students who may possibly be ELLs or SIFE are as follows. First, the parents/guardian and student are interviewed by a trained pedagogue. Second, the student is given the Home Language Identification Survey (HLIS) by a pedagogue when the student is registered which includes the informal oral interview in English and in the native language, and the formal initial assessment within the first 10 days of admission. The person responsible for conducting the initial screening as well as the entire process is the licensed ESL teacher. In addition to administering the HLIS, students are given the NYSITELL in English and the LAB R in Spanish if applicable. The Spanish Lab is administered by a Spanish speaking pedagogue. Parents and students are interviewed about how many years the child has attended school

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).

If a student enters the school with an IEP and has a home language other than English the Language Proficiency team (LPT) will review evidence of the student's English Language development. The LPT is comprised of four members, an administrator, either the principal or the assistant principal, the ESL teacher, the SETTS teacher and the special education coordinator. This team will recommend whether the student takes the NYSITELL to determine ELL status. If the team does not think the student should take the NYSITELL that recommendation will also be sent to the principal. Upon review the Superintendent makes the final determination and the parents are notified of either the ELL determination terminating or the giving the student ELL services. The student's parent or guardian will be notified of the decision within three days in their preferred language. The LPT recommendations must be accepted or rejected within 20 days. All ELL service placement must be completed within 20 days for students with IEPs.

Initial SIFE determination is done within 30 days of enrollment. An oral interview questionnaire is administered and for certain languages are administered the LENS. The use of the EPRG for SIFE identification will be utilized.

All parents will be provided with interpretation if needed.

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.

P.S./ I.S. 119 ensures that entitlement letters and non-entitlement are distributed and returned by mailing them to the parents or sending them home with students. Parents are asked to complete them and send them back to the school in a timely fashion. In addition parents who attend the orientation are asked to complete the forms on site. All correspondence with the parent are done in their preferred language. The ESL teacher is responsible for the distribution and collection of continued entitlement letters. Letters are returned to the main office and letters and forms are placed in student's cumulative folders and office copies are retained.

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).

Parents are told that they have the right to appeal their student's ELL status within 45 days. Parents who believe their child may have been misidentified, can request that the ELL Identification Process be administered a second time. This information is also given to parents in the entitlement letter. All correspondence is completed in the parent's preferred language. The school will initiate a review of the ELL status upon receipt of a written request. The school will review all documents and student's work in English and the home language. The school will then consult with the parent or guardian.

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.

The structures that are in place at P.S./ I.S. 119 to ensure that parents understand all three program choices is that parents are told of these options during the enrollment process. At the start of the school year there is a meeting that parents are invited to attend where these options, Free Standing ESL, Transitional Bilingual Education or Dual Language are explained to them by the licensed ESL teacher. Orientation sessions are held continuously, throughout the year, as ELL students enroll during within the ten day enrollment timeline. All correspondence will be in the parents' preferred language. A bilingual program is the default placement when a parent survey is not returned. If a parent chooses a TBL/DL program and it is not offered at the school, the parent will be notified by correspondence in their preferred language, when the program becomes available.

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 Part154.2, if a form is not returned, the default program for ELLs is bilingual education.

The ESL teacher holds annual and individual meetings throughout the year with all ELL parents. The Parent Coordinator also contacts the parents and gives parents information on the different ESL programs available and asks that materials are returned in a timely manner. The school will notify the parent in their preferred language when a program (TBL/DL) becomes available. All correspondence with the parents will be done in their preferred language.

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

Parent Survey and Program Selection forms are turned into the ESL teacher. The ESL teacher monitors that the forms have been properly completed and returned to the school. All correspondence with the parent will be in their preferred language.

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

Placement parent notification letters are distributed to the parents through mail or back packing the information home. This will be the responsibility of the ESL provider. Parents can respond to placement letters through phone, letter or email. All correspondence will be in the parents' preferred language.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
P.S./ I.S. 119 ensures that entitlement letters are distributed and returned by mailing them to the parents or sending them home with students. Parents are asked to complete them and send them back to the school in a timely fashion. In addition parents who attend the orientation are asked to complete the forms on site. The ESL teacher is responsible for the distribution and collection of continued entitlement letters. The Principal will verify all data entered to ensure accuracy. The initial parent choice is recorded in the ELL Parent Choice Update screen in ATS. ENL is programmed for all students through STARS. All ELL-related documents are kept in the student's cumulative record. Additionally, an ELL Folder of Critical Documents are kept in the room 107 (ESL provider's central location). All personnel that pertains to the student, including faculty and staff, has access to the files. Letters are returned to the main office and letters and forms are placed in student's cumulative folders and office copies are retained.
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.
NYSESLAT eligibility is determined by the ATS reports (HLIS, RLCB) and the NYSITELL and Spanish LAB results. The NYSESLAT Speaking sessions are administered and scored by the ESL provider (Ms. Fernandez). It is administered individually to a student in a location separate from other students.
The NYSESLAT Listening sessions are administered to groups of ELL's in a location separate from other students It is administered by either the ESL teacher or teacher on the committee.
The NYSESLAT Reading session is administered to a group in a location separate from other students. It is administered by the ESL teacher or another teacher on the committee (Ms. Minunni, Ms. Foster, Ms. Fitapelli).
The NYSESLAT Writing session of constructed responses is administered to a group in a location separate from other students. It is administered by the ESL teacher or another teacher on the committee. It is scored by teachers from other local schools in the district. The student's ELA nor the ESL teacher are on the committee. No one teacher on the committee scores more than 1/2 of the constructed responses.
Test Accommodations that are listed on the students' IEPs are followed. The test accommodations are consistent with instructional practice for these students.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
Continued entitlement letters and transitional support letters are distributed to the parents through mail or by back packing the information home by the ESL teacher. Parents can respond through phone, letter or email. All correspondence is done in the parents' preferred language.
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).
After reviewing the Parent Survey and Program Selection forms for the past few years, the trend in program choice is the Freestanding ESL program. 100% of our parents continue to prefer the Freestanding ELL model over the Dual Language and Transitional Bilingual programs. The program model offered at P.S./I.S.119 is aligned with parent requests. According to our Parent Survey and Program Selection Forms 100% of our ELL parents prefer the Freestanding ELL model. The ESL teacher and the administration present during orientations make it very clear to parents that they have a choice of TBE and/or DL programs. Parents are offered (as per ASPIRA Consent Decree) core content instruction in Spanish via a bilingual program. The parent will be notified in their preferred language when the program becomes available for placement.

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.

There is a block program that is ungraded and homogeneous in proficiency levels. The ESL provider conducts stand-alone ENL for the units of study mandated by the CR 154. Four additional teachers who hold an ESL license provide integrated services that are mandated by the CR 154. Students are grouped according to their proficiency level.
 - 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)?

The organization of the staff ensures that the mandated number of instructional minutes is provided according to proficiency levels. (CR Part 154). We have one ESL teacher who uses the Freestanding ESL model. She pulls students out of their general education classes according to their individual levels. Beginner/Entering ENL get a total of 360 minutes of ENL; 180 minutes of standalone ENL and 180 minutes of integrated ENL/ELA. Low Intermediate and emerging ELLs receive a total of 360 minutes of ENL, 90 minutes stand alone, 180 integrated ENL/ELA and 90 minutes ENL within ELA or a content area. Intermediate/transitioning ELLs receive a total of 180 minutes of ENL; 90 minutes of integrated ENL/ELA and 90 minutes of standalone or integrated ENL within ELA or a content area. Advanced/Expanding ELLs receive a total of 180 minutes of ENL integrated ENL/ELA or other content area. Students who are proficient/commanding receive a total of 90 minutes of ENL in ELA or any other content area. Both the ESL and dual certified content area teachers work with the ELL students in the content classrooms.

Eight periods (4/4) are given to entering students pull out and push in by the ESL provider; For emerging students, the ESL provider delivers four period of instruction via both pull out and push in model; For transitioning and expanding students, the four additional teachers who hold an ESL license push in to classrooms to assist students with content work for four periods.

Former ELLs receive .5 units of ENL per week.
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.

ELL students are given instruction in the content areas of mathematics, English, science and social studies. The ENL or dually certified ESL teacher work with the ELL students during content area classes. All instruction and assistance is given in English. Dually certified and content area teachers are given professional development that provides strategies for teaching ELL students. Workshops are presented and strategies are turn keyed in order to maximize the instruction for the ELL population. Instruction is differentiated for the ELL student depending on the ELL level. The methods employed by the teachers includes, but is not limited to, the use of leveled reading and math technology programs (I-Ready) and the use of small-group instruction based on their individual goals. Instruction is based on developing grade-level content-area knowledge, academic skills, and increased English proficiency. Teachers use clear, direct, simple English and a wide range of scaffolding strategies to communicate meaningful input in the content area to students. Learning activities that connect new content to students' prior knowledge, that require collaboration among students, and that spiral through curriculum material, offer ELLs the grade-level content instruction of their English-speaking peers, while adapting lesson delivery to suit their English proficiency level. All methods are aligned to the Common Core Learning Standards.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

ELLs are screened using linguistically and culturally appropriate screening tools to determine what supports and services they need. Screening tools include Fountas and Pinnell reading levels, E-Cam results, and I-Ready diagnostics.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

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

Instruction is differentiated for our ELL subgroups. For beginners we use the NYSESLAT to drive instruction. Those who are beginners are given explicit instruction in English to achieve confidence and competence. Advanced students are given the opportunity to

succeed by preparing the NYSESLAT and training in the four modalities. IREADY is a computer based differentiated literacy and math program and , "Language Power" is a literacy program that are offered to ALL LEVELS. Intermediate students are held to the same standards as advanced students, but given more time with ESL instruction. Our special education students are given more individualized attention and are asked to achieve in more tangible ways.

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

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

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

Once students reach proficiency on the NYSESLAT, they are noted as former ELL (FELL) . Students that have tested as proficient remain in class with the students in ESL for an additional two years of 90 minutes of standalone or integrated ENL instruction. The classroom teacher is made aware of their presence through conferencing with the ESL teacher and review of the student data. Guidance counselors are also asked to monitor progress made by FELL students once they are proficient. FELLs are also given ELL testing modifications for up to two years after reaching proficiency.

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.

The ENL teacher works collaboratively with the ELA and other content area teachers throughout the year in order to ensure that students are reaching the same goals as our general education students with support and scaffolds. If a parent would like to appeal the decision of ELL or non-ELL status, a written request must be made. The re-identification process will begin within 10 school days of receipt of written notice (20 for students with IEPs). The school will review all documents related to the process and will review student work. The school will then consult with the parent or guardian. Based on the recommendation of the qualified personnel (ESL provider, additional committee members), the principal will determine whether to change the status or not. Upon receipt of the signed notification acknowledging the recommendation from the parent, the relevant documents will be forwarded to the superintendent for review. Written notification from the superintendent will be sent to the principal and the parent or guardian in the parent's preferred language within 10 school days of receipt of documentation. All notifications and documents are kept in the student's cumulative folder.

Qualified and trained staff (ESL provider) will manage the initial identification process and the re-identification process.

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?

The ELL teacher works collaboratively with the ELA and other content teachers using the ELA units of study as well as other contents units of studies. The ELL teacher also used iready, a computer based literacy and math program as well as the program teacher created ELL program "Language Power." Some instructional strategies that teachers of ELL_SWD utilize are read alouds, vocabulary enrichment, visuals/pictures, models. Additionally, they use iReady a teacher-led, adaptive diagnostic cross-grade level assessment. Other materials include the LLI program.

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?

The pull-out ESL program allows the ESL teacher to work with students when they are not in ELA so the ELA instruction continues in that classroom. The ESL teacher also pushes into the ELA classroom and works with the students during ELA and other content areas. The ESL teacher differentiates instruction based on levels and needs in the least restrictive environment. Our ESL students who are categorized as SWD have programs that provide 100% immersion in the classroom with native English speakers.

Chart

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*
TOTAL	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 Dually 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(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. 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.

Chart

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 Dually 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.

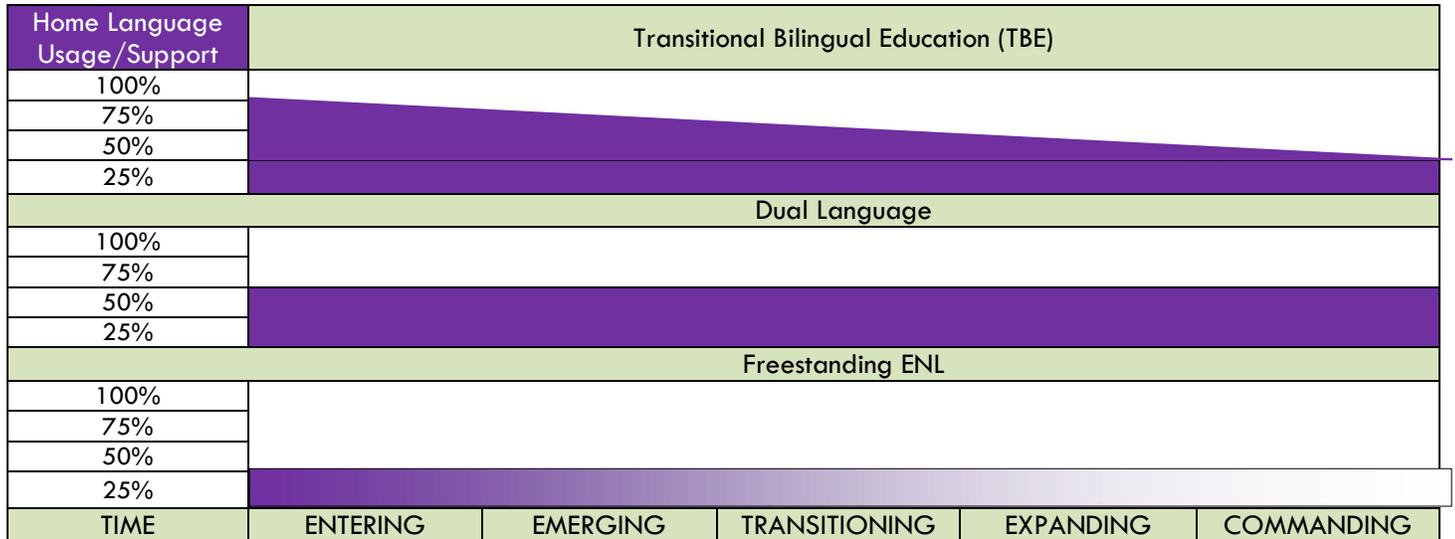


*Note “other approved services” does not apply to New York City at this time.

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. At P.S. /I.S. 119 we use the NYSESLAT, classroom tests, portfolios, ELL periodic assessments, "i-ready" diagnostic assessments in ELA and mathematics, and Fountas and Pinnel for our elementary school students in order to assess our ELL students. The DRA is used to monitor and evaluate student progress in reading accuracy and comprehension, Fountas and Pinnell leveled books, NYC Performance Assessments, NYC Periodic Assessments, San Diego Quick Assessment to determine instructional reading level. Teachers quarterly administer running records to determine accuracy rate, error rate, self-correction. Formative and summative instructional assessments are used during the lessons and for final tasks in our curriculum maps. Additionally, Comprehension Analysis is done on non-fiction text based, inference and critical response questions. On-line assessment "i-ready" is also utilized. All data informs and drives differentiated instruction. Insights provided from the data will show us improvements or regressions. This information helps inform our instruction by giving us our next steps in planning instruction and differentiation. Targeted instruction in social studies and science includes translated documents, English documents aligned with the appropriate reading levels, small-group instruction, and grouping strategies.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
All teachers are made aware of ELL strategies to incorporate within their lessons during our PD time on Monday afternoons. Differentiated PD is given to those teachers who are part of the CR154 plan to offer integrated ENL instruction. These teachers are integrated within all four subject areas (ELA, math, social studies, science) and meet the needs of ELLs for both content and language development via the sheltered English model. Across all grades, students showed the highest scores in Listening & Speaking modalities of the NYSESLAT. Scores in Reading and Writing vary according to the individual student.
12. What new programs or improvements will be considered for the upcoming school year?
After-school homework help for ELL students will be provided through the CBO and an after-school tutoring program will be offered through school funds.
13. What programs/services for ELLs will be discontinued and why?
None
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
After-school homework help for ELL students will be provided through the CBO and an after-school tutoring program will be offered through school funds. The school includes curricular programming in content areas and performing arts. Extra-curricular activities include robotics, sports, Polish classes. All students, including the ELLs, are invited to participate via permission slip in the parents' preferred language. Presently, of the 50 ELL students, 15 participate in the extracurricular 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.
IReady computer program are used in math and ELA, laptops with translations, native language dictionaries are materials to support ELLs in all content areas including social studies and science. All materials are additionally used for subgroups. IReady is leveled to match the students' present level of achievement in language and math skills.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
Our ENL program includes a research-based English language development program comprised of two components:
- o Integrated ENL: Students receive core content area and English language development instruction including home language supports and appropriate ELL scaffolds
 - o Stand-alone ENL: Students receive English language development instruction taught by a NYS certified ESOL teacher in order to acquire the English language needed for success in core content areas.
- As part of phonological and metalinguistic awareness exercises to facilitate reading acquisition in all subjects, students are asked to:
- say words that start with the same sound(s) in English or the L1.
 - find how words are changed and formed in the home language — singular and plural forms, present tense and past tense forms of verbs — to enhance their word knowledge
 - to read books in their home language to show what they know about reading.
- Materials used include but are not limited to text in native languages, computer programs for comprehension, and dictionaries.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
All required services and supports are targeted for grades K-8, thus they correspond to our ELL's ages and grade levels.

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).

At the beginning of the school year, as well as during, the parent coordinator conducts workshops specific to the needs of ELL students and their families. Upon entering the school, the guidance counselor has a entry meeting with the child to discuss the program and any concerns the child might have.

19. What language electives are offered to ELLs?

Mandarin/Spanish

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)?

Paste response to question here:

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.)
Professional development will be offered by the assistant principal and the ESL provider for all content area teachers, common branch teachers, paraprofessionals, guidance counselors, special education teachers, psychologists, OT, PT, ST, parent coordinator, and secretaries. The sessions include, but is not limited to, the strategies that should be incorporated within the classroom, requirements of the CR154, CCLR and how it relates to the ELL students, addressing parent concerns via translation services, using the sheltered English approach, and using the data to support instruction for the ELL student, . These PD opportunities will take place on the first Monday of every month for 40 minutes.
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?
Professional development includes how to scaffold work to meet the CCLS with ELL students. Strategies will include five topics: 1) Scaffolding understanding; 2) Purposeful grouping; 3) Background knowledge; 4) Extended discussion; 5) Valuing linguistic differences. These strategies will support teachers in delivering the CCLS instruction by helping to address the level of rigor within the content and to address the writing component for each content area.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
In order to support transitions from middle to high school, we try to build relationships among students, parents, and key personnel. We discuss high school applications during our auditorium periods for our grade 8 students. We conduct High School Nite for all parents interested in learning how to support their child in the process. The parent coordinator conducts a parent workshop specific to the grade eight parents of ELLs to navigate the transition to a high school setting. The guidance counselor conducts social/emotional activities during the auditorium periods and in the ESL classes as well. Morning Meetings are a routine in our school that connect staff (advisors) with a group of students so that all students are comfortable and familiar with at least one faculty member.
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.

Once a month, the PD on Monday (40 min.) centers on ELL strategies to strengthen student academics (see #1 and #2). Additionally, the ENL teacher participates in monthly meetings offered by the BFSC for ELL-specific professional development. Records , agendas, and sign in sheets are maintained by the Professional Learning Committee.

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?

Two times a year, the ESL provider reviews goals of the program and student progress with the parents via Tuesday Parent Outreach time. Portfolios of student work are given to the provider via the content area teachers for review with the parent. Interpretation/translation is conducted either by another person or the DOE translation unit.

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.

Paste response here:

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Parent Coordinator conducts workshops/activities specific to the needs of ELL parents. Specific workshops include: 1. Cultural Night; 2) Provides a meeting place for the parents of ELLs; 3) conducts workshops on the CCLS; 4) conducts workshops on transitioning to high school; 5) Actively seeks ELL parent volunteers for school events; and 6) Seek ELL parent participation in SLT, Title 1 committees. Additionally, our CBO (Maspeth Town Hall) has instituted language classes for ELL students (Polish) at the request of these specific parents. Translation services are provided for parents when needed.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
See above.

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

The Parent Coordinator sends out a survey to parents to determine their needs and aligns workshops to meet them. Translation is completed in the language of parent choice. This information is gathered and evaluated for specific aligned activities.

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

Translation services, if requested, are available via translators for the Parent Coordinator's (PC) workshops. The PC's role is to make sure that the needs of all parents, including the parents of the ELL students, are met in a timely and complete fashion. Surveys are sent to parents to develop a plan for parent workshops held throughout the year. All upcoming events are communicated via school messenger, text (Remind app), and written communication. Translations are available for those parents' that request it.

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: PS/IS 119 The Glendale

School DBN: 24Q119

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)
Jeanne Fagan	Principal		10/30/15
Fred Baumann	Assistant Principal		10/30/15
Nicole Rini	Parent Coordinator		10/30/15
Johanna Marmolejos-Fernandez	ENL/Bilingual Teacher		10/30/15
Gabrielle Vautrain	Parent		10/30/15
Pauline Minunni	Teacher/Subject Area		10/30/15
	Teacher/Subject Area		1/1/01
Melissa Fitapelli	Coach		10/30/15
Holly Foster	Coach		1/1/01
Gina Lyons	School Counselor		1/1/01
	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

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **24Q119** School Name: **PS/IS 119**
Superintendent: **Madelene Chan**

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training (www.learn DOE.org/tiu/lac) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

The Home Language Survey and school created documents (emergency contact cards, surveys) are completed by incoming families to the school within a 30 day window of time. The LAC confirms the language that the parent requires for optimal communication. This information is maintained in ATS and on the student emergency card. According to the RHLA report (ATS), of the languages other than English, Polish and Spanish are the most commonly spoken within the parent population.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

Albanian: 25; Amoy: 1; Arabic: 24; Bengali: 40; Bulgarian: 1; Cantonese:4; Chinese: 51; Dari:2; English: 612; Georgian:1; Gujarati:1; Hindi:2; Hungarian:3; Bahasa:2; Italian:1; Japanese:1;Khoisan:1; Korean:9; Lithuanian:1;Macedonian:1;Mandarin:34; Nepali:7; Pashto:4; Philipino:4 Polish:96; Romanian:19; Russian:5; Serbo:9; Slovak:3; Spanish:107; Thai:5; Tibetan:4; Ukrainian:3; Urdu:3

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

Annual Handbook: September
Newsletters/Calendars: Monthly
Parent-Teacher announcements: 4 times a year
After-school program: September/when applicable
Testing dates: March
Student Curriculum: September
General parent Letters: When applicable
Health Letters: When applicable
Safety Letters: When applicable
Disciplinary Letters: When applicable
Special Education Letters: When applicable

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

Parent-Teacher Conferences: four times a year
Orientation Meetings: September
Coffee with the Principal: monthly
PTA meetings: monthly
Disciplinary/guidance meetings: when applicable

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

PS/IS 119 uses the RHLA report, along with class lists, to determine how the translated copies will be distributed in mass. School aides will ensure that the translated copies are compiled within class packets to be distributed to students. If a one-to-one meeting is scheduled with a parent who needs translated copies, the copies will be prepared before the meeting date.
Written/oral translations are done using in-house school staff.
All translated documents to parents are done through existing resources and are distributed in a timely fashion.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

Interpretation services are provided by in-house staff if possible. If that language is not available, over-the-phone interpreters are used via the Translation and Interpretation Unit.

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

On the initial day of Professional Development before the school year begins, teachers are instructed on how to use the translation services and an informal survey is sent to the staff to see if they would be available for interpreting if necessary.

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

All of the above requirements are fulfilled by the school.

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

A parent survey will be distributed to parents to gather feedback results. Additionally, the parent coordinator will gather formative data through feedback forms from any school sponsored parent meeting.