

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

08X119

School Name:

P.S. 119

Principal:

MICHELE MONTANA

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: The Dr. Emmett W. Bassett School School Number (DBN): 08X119
Grades Served: PreK-5
School Address: 1075 Pugsley Avenue, Bronx, NY 10472
Phone Number: 718) 822-5198 Fax: (718) 239-3112
School Contact Person: Michele Montana Email Address: Mmontan2@schools.nyc.gov
Principal: Michele Montana
UFT Chapter Leader: Elizabeth McGovern
Parents' Association President: Sandra Mohabir
SLT Chairperson: Gina Marcasciano
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Amalia Alvarez
Student Representative(s): n/a

District Information

District: 08 Superintendent: Dr. Karen Ames
Superintendent's Office Address: 1230 Zerega Avenue, Bronx, NY 10462
Superintendent's Email Address: Kames@schools.nyc.gov
Phone Number: (718) 828-6653 Fax: (718) 822-6239

Borough Field Support Center (BFSC)

BFSC: Bronx Director: Jose Ruiz
Director's Office Address: 1230 Zerega Avenue
Director's Email Address: jruiz2@schools.nyc.gov
Phone Number: (718) 828-7776 Tel Fax: (718) 828-6280 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)
Michele Montana	*Principal or Designee	
Elizabeth McGovern	*UFT Chapter Leader or Designee	
Sandra Mohabir	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
Amalia Alvarez	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	
Emilie Judge	Member/ Teacher	
Sinead Birdy	Member/ Teacher	
Joan Giardina	Member/ Teacher	
Gina Marcasciano	Member/ Teacher	
Monica Orellana	Member/ Parent	
Jenifer Jewth	Member/Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Safia Aouimer	Member/ Parent	
Claribel Nunez	Member/ Parent	
	Member/ Parent	
	Member/ Teacher	
	Member/ Teacher	
	Member/ Parent	

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.

PS 119 is a strong neighborhood school, treasured by its community, and led by an experienced, collaborative faculty. A large school in a multi-site campus, we unite to provide the best for our children. A tradition of excellence supports new approaches responsive to the needs of an ever-changing, diverse community. In the words of our mission statement, we believe all children are special.

P. S. 119 MISSION STATEMENT

Public School 119 is dedicated to the belief that all children can learn and can become responsible and productive citizens. The progress of English language learners and children with special needs requires the focus of our entire community. We believe the responsibility for providing the means through which each child can learn and grow is shared by teachers, administrators and parents.

As a concerned team we strive to:

- ⊗ **Educate all children in a multi-cultural environment which nurtures self-esteem and promotes the belief that all children are special**
- ⊗ **Empower all children to reach high levels of achievement and attain literacy as early as possible through standards driven instruction.**
- ⊗ **Arouse curiosity and stimulate the imagination and creativity of our children by providing opportunities for enrichment in the arts and sciences**
- ⊗ **Accomplish our goals through a spirit of shared decision-making and collective responsibility.**

Growing up at P.S. 119 is marked by an array of joyful milestones. Children shine for their families at monthly assemblies. Student exhibits showcase creative expression. Children look forward to joining our winning chess team and studying ballroom dancing in the upper grades. Parents visit classrooms on Back-to-School-Days, at publishing parties, and multicultural festivities and observe their child's growth over the years. Our Positive Behavior Intervention and Support (PBIS) program teaches children to meet school expectations for appropriate behavior. Our slogan, " P.S. 119 ROCKS " teaches children to be **R**espectful, **O**rganized, **C**aring, **K**nowledgeable, and **S**afe. A new partnership with NYU's ParentCorp provides training to teachers and parents in developmentally appropriate child rearing practices. Morning announcements and monthly character education assemblies support students in developing a positive approach to school and life. We believe that a happy, secure child learns best. School resources are used to keep the school environment orderly and invigorating.

Rewards are showered upon children excelling in school-wide reading incentive programs. Our literacy curriculum celebrates critical thinking and comprehension through independent reading. Kitchen tables throughout the neighborhood become workstations for the creation of science projects, transforming our gymnasium into the highly anticipated Annual Science Fair. This school wide curriculum celebration has evolved to include our visual arts expo with social studies themes evidenced throughout. Family Fun and Learning Nights, Adult ESL classes, professional and student performances and a variety of enrichment clubs add excitement to our learning environment. We have secured resources to support technology and arts programming through Donors Choose, the office of Council Member Palma and the Bronx Borough President's Office. Most classrooms have interactive whiteboards and document cameras to support visual learning, internet accessibility, and differentiated instruction. All classrooms have computers, cameras and printers with a wide array of software and internet access. A new 3D printer offers new avenues for invention.

The P.S. 119 professional development system provides mentoring, renewal and time for collegial sharing. Instructional coaches coordinate professional planning and demonstrations. Professional study groups meet to explore and apply educational theory and practice. Ever-evolving curriculum maps guide standards-based instruction. Teachers get to

know their students well, and their observations are highly valued as we design meaningful learning for each child. Professional learning is designed to support children in making at least one year's progress in each subject.

The School Leadership Team monitors student progress to identify approaches and programs that address gaps in instruction. We find the apprenticeship model of learning -- through teacher demonstrations and small-group, differentiated practice -- effective, both socially and educationally. Differentiated literacy workshops and standards based English Language Arts blocks provide examples of how the community unites to improve student achievement. Each grade level takes five major trips to the city's cultural institutions to elevate students' vocabulary and cultural sophistication. The growth of our special needs and English Language Learner population challenges us to find better ways to address each child's needs. Our experienced teachers, committed parents, and systems of communication and cooperation, support the changes we seek.

At P.S. 119, we maintain a unity of purpose and a sense of urgency as we work to meet the needs of all children, and to involve our entire community in an open dialog about the development of our school. Last year, overall proficiency levels in ELA and Math increased 8 and 5 percent respectively. Our goal is to continue this upward trajectory. While we met our targets in Student Progress, and School Environment, we are Approaching Target in Student Achievement. Our ELA and Math results are below both peer and city averages. The only way we can improve this is by continuing to make progress with a challenging curriculum. We must increase the percentage of students meeting grade level expectations. Median Adjusted Growth Percentiles show us meeting our targets and surpassing peer and city averages in both ELA and Math. While improved, we did not meet peer and city averages for growth in Early Grade Progress. We must continue to revise our instructional program, particularly in the early childhood grades, to support strong foundational skills and rigor. We will build on the strength of our collaborative faculty, energetic staff and dedicated parent community to improve educational outcomes by engaging children in an interesting, challenging and rich curriculum.

08X119 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	1034	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	N/A
Types and Number of Special Classes (2014-15)					
# Visual Arts	N/A	# Music	N/A	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	75.4%	% Attendance Rate		92.9%	
% Free Lunch	75.1%	% Reduced Lunch		1.6%	
% Limited English Proficient	23.2%	% Students with Disabilities		14.6%	
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	1.8%	% Black or African American		8.4%	
% Hispanic or Latino	56.8%	% Asian or Native Hawaiian/Pacific Islander		27.7%	
% White	4.8%	% Multi-Racial		0.4%	
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	11.34	# of Assistant Principals (2014-15)		2	
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		3	
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		4.0%	
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.5%	Average Teacher Absences (2013-14)		5.89	
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	22.5%	Mathematics Performance at levels 3 & 4		32.3%	
Science Performance at levels 3 & 4 (4th Grade)	87.3%	Science Performance at levels 3 & 4 (8th Grade)		N/A	
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A	
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A	
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A	
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing	X	Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
Priority School					
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		NO	
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		NO	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	NO	Limited English Proficient		YES	
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		YES	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	YES	Limited English Proficient		YES	
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	YES	Asian or Native Hawaiian/Other Pacific Islander		YES	
White	N/A	Multi-Racial		YES	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	YES				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				

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

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

Part 1 – Needs Assessment

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

Schoolwide State ELA Data 2015

	Percent Level 1	Percent Level 2	Percent Level 3	Percent Level 4	Percent Level 3&4
Grade 3	41.2%	39.2%	19%	0.7%	19.7%
Grade 4	35.9%	38.3%	12.6%	13.2%	25.7%
Grade 5	45.1%	33.3%	15.3%	6.3%	21.5%
All ENL	78.5%	16.5%	5.1%	0%	5.1%
All SWD	77.3%	21.2%	1.5%	0%	1.5%

In 2015 the percent of all students scoring a 3 or a 4 on the state exam dropped slightly moving from 23% in 2014 to 22.4% in 2015.

Schoolwide State Mathematics Data 2015

	Percent Level 1	Percent Level 2	Percent Level 3	Percent Level 4	Percent Level 3&4
Grade 3	34.2%	34.8%	22.8%	8.2%	31%
Grade 4	28.1%	29.2%	22.2%	20.5%	42.7%
Grade 5	36.7%	25.2%	29.3%	8.8%	38.1%
All ENL	61.1%	24.4%	13.3%	1.1%	14.4%
All SWD	71.2%	21.2%	4.5%	3%	7.5%

In 2015, the percent of all students scoring a 3 or a 4 on the NYS Mathematics exam rose from 32% on 2014 to 37.4% in 2015 for a 5.4% increase.

School Quality Review Report

“Ensure engaging, rigorous, and coherent curricula in all subjects, accessible for a variety of learners and aligned to Common Core Learning Standards and or content standards.”

Excerpt: Promote greater consistency in planning and refining a rigorous Common Core aligned curriculum so that the diverse student population has access to curricula and tasks.

Aligned use of resources to support instructional goals that meet students’ needs

Rigorous, engaging and coherent curricula aligned to the Common Core Learning Standards

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–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, faculty and staff will plan and create classroom environments in which effective instruction engages most students in rigorous instruction. This will be evidenced by a 20% increase in teachers rated effective or highly effective within Danielson 3C Engaging Students in Learning.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<ul style="list-style-type: none"> • Active and cross-representative Professional Development Team to coordinate full staff support to ensure rigorous instruction • Teacher teams planning and mapping curriculum, Summer 2015, Fall - Spring 2015-16 • Teacher team meetings and differentiated professional development during weekly Professional Development periods, collaborative grade planning, in-service days, calendar days, to: <ul style="list-style-type: none"> o explore, discuss and plan for elements of instructional rigor 	<p>All teachers rated with the Danielson rubric.</p>	<p>Sept. 2015 – June 2016</p>	<p>Principal, Assistant Principal, Professional Development Committee, Instructional Coaches; Grade Team Leaders; SLT members</p>

<p>o offer specialized professional development in Tier I interventions</p> <p>o discuss lesson-study observations</p> <p>o view professional development videos</p> <p>o turn-key professional development by peers (e.g., District PD, TCRWP, Generation Ready, TCICP, National Training Network, etc.)</p> <p>Classroom-embedded professional development:</p> <p>o in-class coach support (modeling, co-teaching, feedback)</p> <p>o inter-visitations and peer feedback.</p> <p>o lesson study</p> <ul style="list-style-type: none"> • Partnership with TCRWP to support implementation of Writing Units of Study • Continued professional development in and implementation of Reciprocal Reading practices • Partnership with TCICP to address the needs and inclusion of students with disabilities, English language learners, and other high-need subgroups <p>Partnership with National Training Network for coaching in rigorous mathematical problem solving strategies and protocols.</p> <ul style="list-style-type: none"> • Frequent Informal observations and feedback from administrators • TFY (“Think for Yourself”) campaign to support Instructional Focus on Intellectual Independence and making student thinking visible • Implementation of workshop and gradual release model of instruction to support individualized instruction and intellectual independence <p>Expansion of and professional development regarding PS 119’s “Metaphors Be With You: A Teacher’s Glossary of English Language Arts Terms”</p>			
<ul style="list-style-type: none"> • Partnership with TCICP to address the needs and inclusion of students with disabilities, English language learners, and other high-need subgroups 	ICT, 12:1, ESL, SETSS and AIS teachers;	September 2015 – June 2016	Principal, Assistant Principal, Professionals Development Committee, Instructional

<ul style="list-style-type: none"> • ESL/ICT study group to explore and implement effective instructional strategies and inclusion for all students • Professional development in Tier 1 interventions aligned to Common Core • Bi-monthly Child Study Team meetings to support Tier 1 intervention, and explore Tier 2 and 3 where necessary • Professional development for AIS staff in Tier 2 and 3 interventions aligned to the Common Core • Daily AIS period for full-staff small-group intervention for all students • Conduct frequent informal and formal assessments to provide all students with immediate constructive feedback during class, group and individual meetings, conferences and on written work; and to enable teachers to plan for next instructional steps <p>Implementation of workshop and gradual release model of instruction to support individualized instruction and intellectual independence.</p>	classroom, cluster teachers		Coaches, IEP teacher, ESL coordinator
<ul style="list-style-type: none"> • Professional development and sharing of best practices in using Parent Engagement block, and other family conference days • Active parent representation on School Leadership Team • Learning Leaders training for parent volunteers • Regular parent workshops in understanding and supporting academic rigor at home organized by Parent Coordinator <p>Monthly school-community newsletter, "Learning Matters"</p>	All staff and families	September 2015 – June 2016	Principal, Assistant Principal, Instructional Coaches, SLT
<ul style="list-style-type: none"> • Continued emphasis on faculty collaboration through active teacher teams, SLT, CST, SIT, ELL Cohort, Consultation Committee, etc. • Peer turn-key of professional learning • Faculty-level PBIS study and practice • Regular use of meeting norms and protocols 	Entire school community	September 2015 – June 2016	Principal, Assistant Principal, Professionals Development Committee, Instructional Coaches, all school committees

Exploration and integration of school culture concerns through a focus on “PEMS”: supporting the school community in attending to the Physical, Emotional, Mental, and Spiritual health of themselves and others			
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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.

- One instructional coach K-5
- TCRWP off-site professional development and classroom coverage
- Visiting consultants (TCICP, National Training Network, Generation Ready)
- Creation of Citizenship Teacher position to build community and provide coverage for Collaborative Planning meetings
- Teacher guides, mentor texts, guided sets and replenished classroom libraries for TCRWP
- Summer planning coordination and staff
- Ongoing Professional Development Team meetings

Ongoing teacher and school-community team meetings (including Inquiry teams, SLT, CST, SIT, ENLetc,)

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

X	Tax Levy	X	Title I SWP	X	Title I TA	X	Title II, Part A	X	Title III, Part A	X	Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	X	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, 10% of teachers will receive a rating of effective or higher on Danielson 3C student engagement.

By February 2016, 35% of students will have increased their reading level by half a year.

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.

Our average daily attendance has hovered around 93% for the past ten years. This attendance rate is lower than the average of our peer group (94%) and the city as a whole (93.3%)

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, faculty and staff will have increased their communication with parents and strengthen the home-school relationship resulting in an increase in student attendance. We will achieve 94% attendance for the school year.

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) 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>To increase the time dedicated to Citizenship/Character Education assemblies and include teachers so materials and strategies can be integrated into the classrooms. Attendance and college and career readiness will be added to Knowledge and Organization months (PBIS cycle "P.S. 119 R.O.C.K.S--- Respect, Organization, Caring, Knowledge, Safety</p>	<p>Grades K-5</p>	<p>September 2015- June 2016</p>	<p>Citizenship/Character Education Teacher, Guidance Counselors and Grade Leaders</p>

Encourage the further use of journal/agenda pages for writing of assignments related to the school expectations. Teachers will make connections between student behavior and the school expectations.	Grades K-5	September 2015- June 2016	Teachers, Guidance Counselors, Parents, School Aides
Increase students' participation in Social Academic Enrichment groups. The criteria to participate will be 95% attendance rate.	Grades K-5	September 2015- June 2016	Guidance Counselor- Grades 3-5
Creation of a Citizenship Teacher position to support the teaching of schoolwide expectations and to promote positive behavior.	Grades K-5	September 2015- June 2016	Administrators, teacher

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.											
Citizenship teacher, increased Character Education periods to be held during one Academic Intervention periods per month, revised Student Agenda book, Parent Coordinator, Guidance Counselors, Parents, Staff members											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA	X	Title II, Part A	X	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.											
Progress will be indicated by reduction in behavior referrals, bullying allegations, reports of child abuse, and increased attendance.											
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.											

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

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

Part 1 – Needs Assessment

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

Survey results

-Revised lesson and unit plans from collaborative planning sessions as well as summer planning sessions.

-Student scores improved in areas where lessons and unit plans have been revised and collaboratively planned

Part 2 – Annual Goal

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

By June 2016 , teachers of students in grades 2 and 3 will meet in inquiry teams to look at student writing and develop targeted instruction so that 90% of students in grades 2 and 3 will increase 1 level in opinion writing.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Collaborative planning sessions for teachers in all grades will take place at least 2 times per month; grade level teams will examine and analyse student work using research based protocols. They will revise ELA and Math curricula (Teachers</p>	<p>All grade level teachers K-5</p>	<p>September 2015 – June 2016</p>	<p>TCICP Consultant, National training Network Coach, Instructional Coach, Assistant Principals</p>

College Writing/Reading programs and Go Math curricula), incorporate elements of the Fountas and Pinnell Continuum of Literacy and assign students to Imagine Learning)			
P.D. Committee, a group of teachers and administrators meet monthly to collaboratively plan effective PD for staff	All Staff	September 2015 – June 2016	Administrators, teachers and para representatives.
Teacher’s College ESL/ICT Study Group. Teachers will participate as mentor teachers, co-facilitators in ongoing professional development	ESL/ICT Teachers in grades 1 - 5	October 2015 – June 2016	TCICP Consultant, Instructional Coach, National training Network Coach
SIT Team (for the development of IEP’s) to address the needs of Students with IEPs and create IEPs that meet the diverse needs of our IEP students	Special education teachers	September 2015 – June 2016	IEP Teacher, Counselors

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.											
Upper and Lower Grades Instructional Coaches, Monday PD time (or afterschool planning time), Common Core Standards/curriculum maps											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA	X	Title II, Part A	X	Title III, Part A	X	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.											
Review event descriptions and records of participation at the start of November, January, April, June											
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.
<p>Survey results</p> <p>-Revised lesson and unit plans from collaborative Tuesday sessions as well as summer planning sessions.</p> <p>-Student scores improved in areas where lessons and unit plans have been revised and collaboratively planned</p>

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>
<p>By June, 2016, Administrators will provide additional opportunities for teachers to participate in leadership roles within the school. Teacher leaders will facilitate professional learning, serve on committees, coordinate family engagement opportunities and lead student/family events. There will be a 50% increase over last year.</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) 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>Grade Leaders will hold monthly meetings, set agendas, and keep minutes in collaboration with Instructional Coaches and share their work with the administration.</p>	<p>Grade Leaders</p>	<p>Sept 2015- June 2016</p>	<p>Coaches, Grade Leaders, Administrators</p>

Teachers will be sent to outside Professional Development (Teacher's College) and job-embedded coaching (TCICP; National Training Network) and will act as in-house experts, leading professional development and creating lab site classrooms.	All teachers	Sept 2015- June 2016	Coaches, Administrators
Grade Leaders, along with their teams, will plan and hold Parent Workshops to inform parents about the work their children are doing and how to assist them in their learning process.	Parents	Sept 2015- June 2016	Grade Leaders, Instructional Coaches, Parent Coordinator.
Teachers will work with instructional coaches, TCICP, Generation Ready, and National Training Network to write unit plans with UDL principals embedded for enrichment and for students with needs.	Teachers	Sept 2015- June 2016	Instructional Coaches, Administrators

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.											
Teacher’s College Consultant. Access to rooms for holding collaborative planning meetings, time for collaborative planning time meetings and inter-visitation, guest speakers,											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA	X	Title II, Part A	X	Title III, Part A	X	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.
Grade Leaders will meet with Instructional Coach and Administrators monthly to discuss work being done implementing units of study with revisions based on patterns and trends in student work.
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

Part 1 – Needs Assessment

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

The school survey indicates families feel the school should offer more enrichment, extracurricular and tutoring help. In discussing this concern, parents articulated the need for an afterschool program.

Part 2 – Annual Goal

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

By June, 2016 there will be an increase in parent engagement as measured by parent involvement in after school activities through the PS119/Next Jump Adopt-A-School program and participation in activities through the after-school program. This will be measured by attendance logs, surveys and focus group feedback.

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>
<p>Implement a parent workshop to reach the parents that are unable to attend the Parents Corps/NYU Langone Pre-K and K Parenting Course. Parents will be encouraged to share with each other strategies that have worked in the past in a relaxed and informal setting. Tips and strategies will be offered on topics such as bullying identification and prevention, child abuse prevention,</p>	<p>Parents for Grades K-5</p>	<p>September, 2015- May 22, 2016</p>	

and school expectations. Parents of students that have low attendance will be encouraged to attend.			
Implement parent workshops during Parent Engagement Tuesday with the purpose of making parents feel welcome and supported as well as to help parents learn to help their children to increase academic success and attendance.	Pre K-5	September 2015- June 2016	
Continue partnership with Parent Corps/NYU Langone Medical Center for implementation of parenting workshops, Friends schools and creative arts workshops.	Pre-K & K	September 2015- May 2016	

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.											
Parent Coordinator, Pre K Family Worker, teachers, administrators, ParentCorps											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A	X	Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		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.											
<u>Meet September, December and April at SLT to discuss progress</u>											
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)	Level 1,2 NYS ELA Exam. Screening for WRP, GR,	Guided reading, clore reading, Wilson reading	Small group, one to one	School day, after school, before school
Mathematics	Level 1, NYS math exam. Small group math	Problem solving, math facts	Small group, one to one	School day, after school, before school
Science				
Social Studies				
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Behavior patterns, CST referral	ERSS Counseling, short term guidance, Promise zone	Small group, one to one	School day, after school, before school

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.
Teaching licenses are verified prior to hiring, placements are made with consideration of licensing. Mentoring matches support new teachers. Collaboration and trust are engendered to support a retention rate of 94%.

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).
The Professional Development Committee will schedule ongoing professional development sessions based on data generated from student work. Protocols for identifying patterns and trends student work will be used to inform instructional planning. Highly effective teachers and teachers exploring new approaches will be encouraged to share their practices in interactive workshops. A consultant will be contracted from TCICP to support UDL strategies in learner centered classrooms.

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.).

Articulation with neighboring PreK's. Invite parents to open houses and celebration. Share family newsletter, website address.

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.

MOSL Committee participants recommend assessments to the principal.

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	702,156.00		
Title II, Part A	Federal	261,302.00	x	5A,5C, 5D, 5E
Title III, Part A	Federal	27,092.00	x	5A. 5B. 5C. 5D, 5E
Title III, Immigrant	Federal	0	x	5A, 5C, 5D, 5E
Tax Levy (FSF)	Local	5,133,022.00	x	5A, 5B, 5C, 5D, 5E

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

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math, and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child’s progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;

- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the school community;

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

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

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

- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

School-Parent Compact (SPC) Template

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

I. School Responsibilities:

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

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

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

II. Parent/Guardian Responsibilities:

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

- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

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

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

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

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

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

Part A: School Information	
Name of School: <u>P.S. 119</u>	DBN: <u>08X119</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

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

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

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

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

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

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

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

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

- This year we will add a new club designed specifically for ELLs. ""Express Yourself" will meet weekly beginning in October. Led by the guidance counselors, the goal of the club is to familiarize students with school events, opportunities and guidelines. This information is provided during the school day, but this gathering provides amplification of the message. Additionally, the club will offer a safe place for

Part B: Direct Instruction Supplemental Program Information

students to acclimate to the school culture and feel welcome.

-

Part C: Professional Development

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

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

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

-

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

-Common Core State Standards

-Differentiated Strategies for ELLs in content area instruction

-Looking at ELL Data

-NYSESLAT Assessment

-

Part D: Parental Engagement Activities

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

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

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

This initiative includes several different areas:

-Family Workshops - Lourdes Flores, the Parent Coordinator, conducts grade-level workshops for the parents to learn about helping their children with homework skills, and reinforcing the reading, writing, and math that is taught in the classroom. She also includes topics on the ELA and Math assessments. The ESL staff will include a session on the NYSESLAT. Parents who participate in these workshops will receive a resource packet with activities for use at home with their children.

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

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

*Friends School involved kindergarten students in lessons designed to help children learn emotional and

Part D: Parental Engagement Activities

self-regulation skills.

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

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

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

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

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

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

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

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

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

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

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

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

Communicating with families:

- P.S.119.net - Our website serves to provide parents and the community with the following: calendar of events, important notices, school policies, quick internet links to important resources and teacher pages.

Part D: Parental Engagement Activities

- Encourage communication between home and school using the P.S. 119 Student Agenda Planner which contains space for daily communication between parents and teachers.
- Reach out to families using our automated phone call system to keep them informed of important announcements
- Translated flyers and personalized notes and phone calls are used to communicate with families regarding scheduled events. Bengali, Spanish, and Arabic parents are also available to translate and discuss these communications.

Part E: Budget

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

Allocation Amount: \$ _____

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • 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, instructional materials. • 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 08	Borough Bronx	School Number 119
School Name PS 119		

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 Michele Montana, I.A.	Assistant Principal Emily Williams, I.A.
Coach Joan Giardina	Coach
ENL (English as a New Language)/Bilingual Teacher Jeanne	School Counselor Felix Polanco/Carmen Marrero
Teacher/Subject Area Kathleen Behrens/ESL 4th Grade	Parent Sandra Mohabir
Teacher/Subject Area Deanna Ambrogio/2nd Grade	Parent Coordinator Lourdes Flores
Related-Service Provider Denise Konnari	Borough Field Support Center Staff Member Yliucha Jaquez
Superintendent Dr. Karen Ames	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	5	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	2	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 <u>not</u> currently teaching in the ENL program	1	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]	3	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	979	Total number of ELLs	246	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 checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>
---	--

This school offers (check all that apply):

Transitional bilingual education program (TBE)	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program (DL)	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Freestanding ENL	Yes <input 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	246	Newcomers (ELLs receiving service 0-3 years)	235	ELL Students with Disabilities	39
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	11	Long-Term (ELLs receiving service 7 or more years)	0

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL										0
ENL	235	0	32	11	0	7	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

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	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										
SELECT ONE										
SELECT ONE										
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section is for Dual Language Programs Only

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

Freestanding English as a New Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	14	19	16	28	13	15								0
Chinese		1												0
Russian														0
Bengali	11	9	8	11	9	13								0
Urdu														0
Arabic	6	8	13	7	4	8								0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other					3									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)	12	10	11	7	6	15								0
Emerging (Low Intermediate)	4	9	3	2	6	2								0
Transitioning (High Intermediate)	9	13	9	9	5	7								0
Expanding (Advanced)	10	10	14	29	16	28								0
Commanding (Proficient)	25	1	3	13	2	12								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

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		1	5	19	18	13								0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	21	5			0
4	23	5			0
5					0
6					0
7					0
8					0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4	21		7		2		0		0
5	18		10		4		0		0
6									0
7									0
8									0
NYSAA									0

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

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
 PS 119 uses the Fountas and Pinnell Leveling system as well as a Performance Based Assessment as a baseline assessment. These assessments provide information on the child's proficiency in phonics, fluency, comprehension, conventions, and spelling. The assessments help assign students to reading levels that reflect their ability to read and comprehend. Each level reflects special challenges and "next steps" for the instructor. This allows teachers to differentiate and to set goals for individual children and groups of children.
 Required ELL-Related Tests: The New York State Identification Test for English Language Learners (NYSITELL), and the New York State English as a Second Language Achievement Test (NYSESLAT).
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 Across the grades, we notice that the ELLs make progress and usually grow in their language proficiency by at least one level. The Kindergarten students have the highest numbers of Commanding (Proficient); this is probably because many of them have attended the Pre-K program here at PS 119 and their English skills have been well-developed. The Expanding (Advanced) Level is the largest group, with 107 students testing at that level between the NYSESLAT and NYSITELL.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
 To date, the school has not used the AMAO but will do so in the near future.
- For each program, answer the following:
 - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - What is the school learning about ELLs from the periodic assessments? How is the home language used?
 Across the grades, we notice that the ELLs make progress and usually grow in their language proficiency as least one level as compared to the previous year's NYSESLAT results. Even with the advent of the new NYSESLAT, many students moved from Intermediate to Expanding and Advanced to Commanding.

Students who have native language literacy skills are given the opportunity to write and read in their home languages. Students in the lower grades are exposed more often to the foundational language skills because most of their peers are in the emergent stages of reading as well.

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*.] RTI is built into our Common Core Curriculum. Our core curriculum allows for teachers to monitor progress and understanding and provide daily Tier 2 intervention. Many of our ELLs receive AIS support or Wilson training. During these sessions, Tier 2 intervention is implemented and teachers monitor progress and administer assessments to gauge individual student needs. Student work is analyzed and discussed. ELLs in need of Tier 3 intervention will be brought up to Child Study. Our goal is to target those students through our support services to prevent the need for Tier 3.
 6. How do you make sure that a student's new language development is considered in instructional decisions? Teachers in our school share and discuss strategies that can be implemented to provide many entry points for our ELLs to participate in the rigorous curriculum. The curriculum has been modified with the ELLs in mind in order to have our ELLs actively meeting the standards. Teachers of ELLs meet in groups as well as with their grade teams to plan lessons that will engage our ELLs.
 7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the 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?
- N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).

On all proficiency levels, ESL teachers implement differentiated instructional strategies and address individual learning styles. Ongoing assessments, portfolios, and anecdotal notes all inform the teacher when a student has reached a new proficiency level, or is experiencing a delay in language development. Instruction is therefore constantly striving to meet the needs of our ELLs as they move along the proficiency continuum. End of year standardized test results such as the ELA and Math exams inform us if the ELLs are receiving adequate support. Although some of the ELLs may not perform at grade level, if they make a year's progress in reading (for example, an A level student ending the year at a level E), that is a success. Data from the NYSESLAT and increased proficiency levels are also indicators for our programs' success.

Part IV: ELL Identification Process

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

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.

During registration at the beginning of the school year, all parents of newly admitted students to the DOE school system must complete the HLIS. The HLIS indicates which language the child speaks at home and which is most dominant in the child's life; it is used as the criteria for testing the new students who may be eligible for ENL or Integrated ENL services. Two ESL teachers interview all the parents of new admits to the DOE and complete the HLIS accordingly. They conduct the intake process separately from other students. They interview the families, assess their needs and answer their questions. We also utilize staff and parent volunteers to communicate with the families. We then use the results of the HLIS to determine testing eligibility. If the dominant language is English, the new student is placed in the general education program and is not tested. If the dominant language is one other than English, the NYSITELL is administered to determine the student's ELL status. If the student scores below the cut scores, he/she is enrolled as an ELL. If the student scores above the cut score, he/she is not an ELL. The students are placed accordingly in the correct program. The Spanish Lab is also administered to those Spanish speaking students who do not score Proficient on the NYSITEL.
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).

At this time, we do not have any SIFE students enrolled.
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).

This year there were no students who entered school as new admits with IEPs.
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.

After the NYSITELL scores are determined, we know which students are entitled to ENL services and which are not. We then complete and distribute the entitlement and non-entitlement letters during the school day for the students to bring home. The letters are written in the parents' preferred language.

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).

Beginning in the 2015-2016 school year, we will establish a protocol and assign staff members to conduct the initial process of the Re-Identification of ELL Status. This will allow schools and parents who believe the students were not identified correctly as an ELL or a non-ELL to request that the ELL Identification Process be administered again.

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.

PS 119 has several structures in place to ensure that parents of newly enrolled ELLs understand all three program choices, regardless if the models are offered at the school. To inform parents of their options, we distribute letters/invitations for them to attend the Parent Orientation session. (The letters are written in the home language). At this meeting, the parents view the film which reviews information about bilingual/ESL services offered by the DOE. The film is available in 13 languages and it explains the three program options. After viewing the film, the parents often ask many questions about the different choices of language instruction available to their children. Translation about the services is offered in Spanish, Bengali, and Arabic, our dominant ELL languages. The ESL teachers and the Parent Coordinator also explain ESL instruction at PS 119. At the end of the orientation, the parents are asked to complete the Parent Survey and Program Selection Form on which they indicate their program choice.

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

At the initial Parent Orientation, we collect the Parent Surveys which are completed in person, in the presence of the ESL teachers and the Parent Coordinator. The surveys are stored in school. The originals are placed in the students' cum files and copies are maintained by the ESL teachers. We monitor parental choice by placing the students in the correct program. Students identified as ELLs are placed in self-contained ESL classes. Additional ELLs are placed in mainstream classes, and the ESL teacher provides either pull-out or push-in services.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. Subsequent meetings are held to collect additional surveys, and we also utilize school events such as Parent Association meetings and workshops to target parents who did not attend any of the sessions. We also reach out to parents with many phone calls inviting them into school to discuss their children's instructional options.

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

The letters are printed with the school's letterhead and completed in the appropriate language for each ELL student. They are distributed to the children to take home, with a letter attached for the classroom teacher notifying him/her of the purpose of the letters. This way if the parents ask about the letters, the teacher will be informed.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).

We make copies of the letters and send the originals to the teachers to put in the cum files. The ESL teachers keep copies in a binder at school.

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.

The NYSESLAT was administered to all ELLs in various subgroups, according to grade and testing accommodations. Many of the ELLs are in self-contained classes and the classroom teacher gave the different subtests. The testing coordinator wrote a comprehensive schedule to ensure that all of the requirements were followed.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.

The continued entitlement letters are also copied in the home language and completed for each appropriate student who did not score Proficient on the NYSESLAT. The letters are distributed to the students to bring home for the parents.

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).

For the past several years, 100% of our parents have chosen Freestanding ESL as their priority. This has been the trend, with a handful of parents requesting Bilingual or Dual Language, at which point they were advised which schools offered those programs. We have hired more licensed ESL teachers to accommodate the growing number of ELLs at PS 119 and to accommodate the Proficient ELLs who will need services beginning September 2015.

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.

We use a combination of different models to ensure the success of our ELLs. Most of the ELLs are placed in self-contained classrooms with a licensed ESL/Bilingual teacher. These students may also receive AIS services if mandated. ELLs who are placed in the general education classes receive either pull-out or push-in services from an ESL teacher. (One is for the K-2 population and the other is for the 3-5 population).
 - b. TBE program. *If applicable.*
N/A
 - c. DL program. *If applicable.*
N/A
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 majority of our ELLs are placed in a self-contained class with a licensed ESL/Bilingual classroom teacher.

For students in general
education classes, they receive their mandated number of instructional minutes through push-in or pull-out instruction from a licensed ESL teacher.
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.

The school implemented a CCLS aligned curriculum four years ago. Presently, we are using GoMath and Balanced Literacy for math and literacy instruction. Instruction is mostly in English; however, where possible, the teachers use Spanish or Bengali as an entrance into the second language. CCLS promotes student-led discussions, which are the most accessible way for ELLs to become engaged during the Newcomer Silent Period. Authentic discussions are central to our lessons and allows all students an entry point into the lessons. The school also utilizes a variety of materials and technology such as smart boards, videos, ipads, computer programs and manipulatives in order to catch each student's attention even if their English language proficiency is low. Pull-out groups use the content areas (Math, Science, and Social Studies) as themes where the language modalities based lessons are built around the central theme.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

During the school year, standardized assessments are given to students in their native languages if the teacher recommends it. However, many of our students come to our school from their native country without literacy skills in their native languages, and so most assessments are given in English.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

All ELLs are being assessed informally through classwork and observations by the classroom teacher. Performance Based Assessments are given to students every month, which assess reading and writing skills. The modalities of listening and speaking are assessed daily through small group instruction, team talk activities, and whole class activities.
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

For each stage of the ELLs' language development, instruction is differentiated to adapt to the needs of the ELLs. Beginners whose oral expression is limited are exposed to meaningful language within a strong contextual environment (visuals, TPR, songs, nursery rhymes, etc). The ENL teachers also implement art, dramatic play, and theatre and movement into the day, activities loved by the children. Instruction at this stage also integrated oral practice with literary awareness though using

read-alouds and shared and guided reading and writing. Beginners are given opportunities to express themselves by repeating, and drawing and labeling according to ability and comfort level. Vocabulary acquisition and phonemic awareness are also stressed at this level. Instruction in concepts of print and inventive spelling serves to encourage ELLs at the beginning level to read and write in a safe environment that encourages risk-taking.

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

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.

N/A

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?

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

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?

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

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	<u>STAND-ALONE ENL</u> K-12 Certified ESOL teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> 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	<u>STAND-ALONE ENL</u> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<u>INTEGRATED ENL</u> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL Teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL or Content Area (7-12) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> 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.

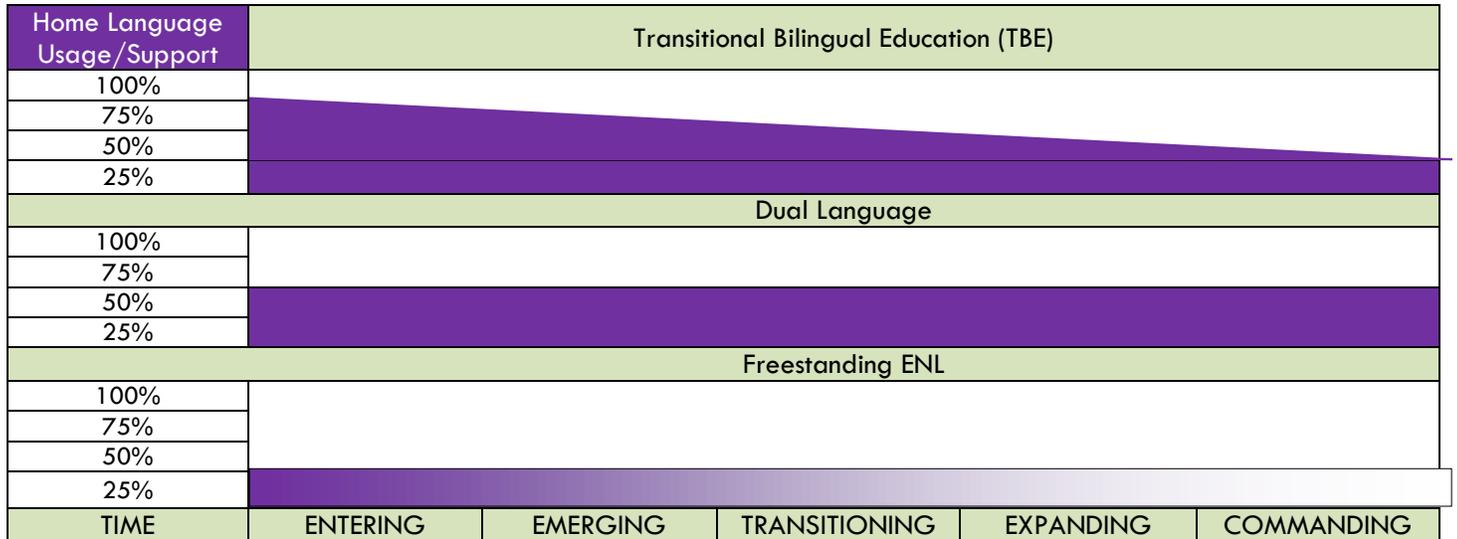


*Note “other approved services” does not apply to New York City at this time.

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.
We provide various intervention services for ELLs in ELA, Math, Social Studies and Science. For students experiencing difficulty with reading, the classroom teachers often articulate with the grade coaches and AIS teachers to assess their concerns and then collaborate on the lesson planning. For ELA, the ENL teachers prepare lessons that focus on the common core standards for language arts. They also include developing writing skills and strategies to link literature and writing. ELLs also receive support through AIS for both ELA and Math and the ELLA Saturday Academy that focuses on Literacy through the Arts.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
As the school adjusts to the increased rigor of the CCLS, our current program allows us to provide our ELLs with various entry points. ELLs also receive extra support in the foundational skills (Imagine Learning, Foundations, Wilson, Math AIS) during their pull-outs to engage themselves and to keep up with content course work.
12. What new programs or improvements will be considered for the upcoming school year?
We have received a grant for a Saturday Enrichment Literacy Program for our 2nd - 5th grade ENL students. We have coaches from TCICP and NTN e instruction in writing, problem-solving and reading. This year we have partnered with TCRWP and have adopted the TC writing units to implement Common Core aligned instruction in writing. Our work with TCICP will allow teachers to develop lessons which provide access for all learners, including ENL students. We also have a new relationship with the National Training Network. The coach assists teachers in developing hands-on instruction which deepens conceptual understanding and the ability to express their mathematical thinking verbally and in writing.
13. What programs/services for ELLs will be discontinued and why?
At this time, there are not any programs to be discontinued.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
Newcomer ELLs are part of a Beginners Group that each pull-out teacher has formed on each grade level. For programs like the Saturday Academy and Test Success, the same criteria that is used to choose the native speakers is used for our ELLs. All of our ELLs in Grades 2- 5 are strongly encouraged to join the Saturday ELLA Program.
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.
We use Imagine Learning to assess and target students' individual language development needs across the four modalities. There is Safari Montage that allows us to show video content on the Smartboards as well as BrainPop and Bookflix. We have iPads with a variety of literacy programs such as Storia and Storybird. We use Wilson Tier III phonics program, National Geographic Reach program, and English to a Beat. We are also purchasing RAZ KIDS for independent reading comprehension and i-excel math which will also assist students in making progress in math.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
Newcomers are placed with teachers who speak their first language and those teachers provide support with the L1. Students who are literate in their first language are encouraged to write in their native language to provide confidence in a new setting. Our school library and some classrooms house texts in various languages.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
For the pull-out groups, students are placed by grade or by proficiency levels from the NYSESLAT. The ESL teachers create lessons aligned with the standards. Heterogeneous groups work in centers to target individual needs and to work on standards-based activities.
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).
PS 119 has established an engaging summer school program for our ELLs, and our newly arrived students are encouraged to participate in this successful enrichment program. This program is held at PS 36 and receives funding from the Office of English Language Learners.
19. What language electives are offered to ELLs?
Electives offered include ESL Club, Chess Club, Saturday ELLA Program, Student Council, etc.
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)?

N/A

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.)
Teachers will be given support in the form of professional developments from different outlets. Beginning with the initial Chancellor's Day in September, all teachers of ELLs will attend in-house workshops led by the Network Liaison or the Literacy Coach, specifically focusing on good practices and strategies to immerse our ELLs in the curriculum. On Monday afternoon during Professional Development time, the school conducts in-house workshops and one Monday a month, the teachers of ELLs meet. During this time, the teachers turn-key any workshops they have attended outside school and discuss good practices and challenges.
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?
All ELL personnel are encouraged to attend workshops offered by the Office of English Language Learners, such as Grant Writing Workshop to Improve ELL Education, Language and the Brain, and the American Institute for Research: Units for Beginner ELLs. Our Network ELL Instructional Specialist provides support and guidance to strengthen our ESL department. ESL teachers are also receiving professional development in writing instruction through TCRWP that is turn-keyed by colleagues who attend the workshops. There is also staff development provided by a coach from the National Training Network and Teachers College Inclusive Classrooms.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
As the children transition from the Fifth Grade to middle school, they receive support from the classroom teacher and the upper-grades Guidance Counselor. During monthly assemblies, alumni of our school come to visit and discuss their experiences after leaving PS 119. The students also attend Career and College Readiness assemblies held by the Character Education teacher and the Guidance Counselor. The counselor also supports the classroom teachers by conducting orientation sessions with the students as they approach graduation so that they are able to take advantage of their choices.
4. 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.
All teachers at PS 119 exceed the minimum of 7.5 hours of ELL training during the school year through the various professional development opportunities offered.

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?

We invite parents of ELLs to join us every Tuesday during parent engagement periods. The Parent Coordinator is able to provide translation services if needed.

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.
PS 119 always reaches out to the parents of ELLs to build a bridge over language and cultural divides. We have a partnership that supports the progress of our students. Initiatives include the International Dinner, which includes singing, dancing, and eating native foods, Family Movie Night, ELL Parent Conference at Columbia University, and Family Fun and Learning Night.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
We have also partnered with the NYC Dept of Adult Education to provide free ESL classes for our parents.
5. How do you evaluate the needs of the parents?
We evaluate the needs of our parents through Parent Association surveys and polls. At the ELL Parent Orientation, we show the informational video which describes the three different models of language acquisition. Parents of ELLs are also invited into the classroom to increase their understanding of what is required of their child so they can support them at home.
6. How do your parental involvement activities address the needs of the parents?
Our goal is for our parents to be part of the PS 119 team. Through our various outreach efforts, we help our parents become involved in the school community as well as provide assistance with personal needs such as work, language, and medical insurance information.

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.

School Name: _		School DBN: _	
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)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ENL/Bilingual Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	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: **08119x** School Name: **PS 119**
Superintendent: **Dr. K. Ames**

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.learnndoe.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.

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

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.

As the completed HLIS indicates, the preferred languages are Spanish, Bengali, Arabic, Chinese, Wolof, and Fulani.

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.)

All parent letters, as needed throughout the year, invitations and event announcements, PT conference announcements, Assessment information. Our plan is to send translations of curriculum overviews, SLT announcements, student handbook information.

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.

We have several face-to-face meetings during the school year: Open House Night, Parent-Teacher Conferences, Parent Workshops, Parent Association Meetings, Guidance Counselor meetings with parents.

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.

Our Parent Coordinator always distributes parental letters in the students' home languages. We use the Department of Education Interpretation Unit as needed, especially during Parent Teacher Conferences.

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.

Spanish speaking staff provides oral interpretation during and after traditional school hours. Bengali and Arabic interpretive services are provided by parent volunteers.

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.)

We will include training in our Monday professional learning time.

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

The Parent Coordinator always creates a Welcome Poster which displays many different languages. It is in the main lobby where the parents can see it upon entrance.

A copy of the Parent Bill of Rights and Responsibilities will be sent home to families will be sent home to families requiring these services in the appropriate language.

The School Safety Plan contains an addendum outlining how parents in need of language access services may receive these services.

We access the DOE Translation and Interpretation Website to find translation signs guiding parents to services. The Parent Coordinator's room provides language access services to families in need.

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)

Parent survey, parent meetings facilitated by Parent Coordinator, talking partners and focus groups.