



**PS 134**

**2009-10**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**

**(CEP)**

**SCHOOL: 22/ BROOKLYN/ PS 134**  
**ADDRESS: 4001 18<sup>TH</sup> AVENUE, BROOKLYN, NY 11218**  
**TELEPHONE: (718) 436-7200**  
**FAX: (718) 854-4115**

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**SECTION I: SCHOOL INFORMATION PAGE**

SCHOOL NUMBER: PS 134 SCHOOL NAME: PS 134

SCHOOL ADDRESS: 4001 18<sup>th</sup> Avenue, Brooklyn, NY 11218

SCHOOL TELEPHONE: (718) 436-7200 FAX: (718) 854-4115

SCHOOL CONTACT PERSON: Debra Ramsaran EMAIL ADDRESS: dramsar@school  
s.nyc.gov

**POSITION/TITLE**

**PRINT/TYPE NAME**

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Danielle Valk

PRINCIPAL: Debra Ramsaran

UFT CHAPTER LEADER: Mary Ellen Walsh

PARENTS' ASSOCIATION PRESIDENT: Audrey James

STUDENT REPRESENTATIVE:  
*(Required for high schools)* \_\_\_\_\_

**DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION**

DISTRICT: 22 SSO NAME: ESO 22

SSO NETWORK LEADER: Neil Opromalla

SUPERINTENDENT: Marrianna Ferrara

## SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

**Directions:** Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT members should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/Administration/ChancellorsRegulations/default.htm>). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Debra Ramsaran	*Principal or Designee	
Mary Ellen Walsh	*UFT Chapter Chairperson or Designee	
Audrey James	*PA/PTA President or Designated Co-President	
Yvonne Brown	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Denise Stein	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Rosemarie Fanizza	Member/Assistant Principal	
Danielle Valk	Member/Chairperson	
Jasmine Yan	Member/Classroom Teachers	
Rosa Flores	Member/Parent/PTA Vice President	
Maria Mancini	Member/Parent	
Martha Avilez	Member/Parent/ESL	
Naima Hourmati	Member/Parent	

(Add rows, as needed, to ensure all SLT members are listed.)

\* Core (mandatory) SLT members.

Signatures of the member of the School Leadership Team (SLT), as well as any applicable documentation, are available for viewing at the school and are on file at the Office of School Improvement.

## **SECTION III: SCHOOL PROFILE**

### **Part A. Narrative Description**

**Directions:** In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

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#### **VISION STATEMENT**

As a school community, we strive to have all students achieve their highest potential. We create a culture of academic excellence that promotes lifelong learners and responsible citizens. Parents are an integral part of the learning environment. They are supportive, engaged, and involved in their children's learning and personal growth. As a professional learning community, staff members collaborate to strengthen their knowledge of teaching and learning. All P.S. 134 community members work in partnership to accomplish these goals.

#### **MISSION STATEMENT**

At P.S. 134, we are dedicated to creating a learning environment that strives for excellence and sets high expectations for all students. This is achieved through rigorous standards-based curricula and differentiated instruction. All students are held accountable to meet these standards. Together, the home and school community instill respect and inspire a love for learning.

#### **SCHOOL PROFILE**

P.S. 134 is a Title 1 Pre-K - Grade 5 School in the Kensington section of Brooklyn. The school is composed of two buildings that share a small common yard. The mini building serves as an Early Childhood Center which houses Pre- kindergarten, kindergarten and first grade, while the main building houses 2<sup>nd</sup> to 5<sup>th</sup> grades. The majority of our students are bused to school.

The students represent diverse ethnic populations. Many of the children who attend the school are from families who are new immigrants. This diversity helps to create a rich cultural environment in the school.

There is a gifted program from grades three through five and all other classes are grouped heterogeneously. Classrooms are designed around a print rich environment with common features across grades such as classroom libraries, areas for differentiated instruction and classroom computers. Two Literacy Resource Rooms provide teachers with an extensive collection of instructional materials to meet the needs of all students.

#### **CURRICULUM**

P.S. 134 uses a Balanced Literacy Approach for the teaching of reading. The key components of our Literacy Program include: Reading Workshop (Mini-Lesson, Independent / Partner Reading), Read Alouds, Guided Reading, Shared Reading and Word Study. We are a Teachers College Reading and Writing Project School. We implement daily Writing Workshops consisting of Mini-lessons (Connect, Teach, Active Engagement, Link), Independent Writing and Share Time.

Everyday Math is used in all grades and lays the groundwork for mathematical literacy. Everyday Math provides for whole group instruction, partner work and individual activities. Students are encouraged to explain and discuss their mathematical thinking. Classroom science instruction is taught using a hands-on program aligned with the NYC and NYS science standards. A Science Specialist Teacher supplements this instruction using an inquiry-based approach. Social Studies instruction is taught using an integrated approach aligned with the NYS standards.

Instructional Technology enhances the learning in all curriculum areas. All children participate in art, music, library and physical education.

## ACADEMIC PROGRAMS

- Teachers College Reading/Writing Program
- Extended Day
- Reading Recovery
- Wilson/Fundations
- Words Their Way
- AIS Support
- School Library
- Technology Lab
- Science Lab

## TEACHER SUPPORT

- New Teacher Workshops
- Study Groups
- Differentiated Professional Development
- Reading Coach / Math Coach
- Common Planning Time
- Intervisitations
- Professional Literature

## SPECIAL PROGRAMS

- LEAP Art Residency
- Puppetry in Practice Art Residency
- Brooklyn Botanical Garden
- School Chorus
- Student Recognition Programs
- Penny Harvest
- Book of the Month
- Stages of Learning

## SECTION III – Cont’d

### Part B. School Demographics and Accountability Snapshot

**Directions:** A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

#### CEP Section III: School Profile

#### Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
<b>School Name:</b>	P.S. K134						
<b>District:</b>	22	<b>DBN:</b>	22K134	<b>School BEDS Code:</b>	332200010134		
DEMOGRAPHICS							
Grades Served:	Pre-K	√	3	√	7		11
	K	√	4	√	8		12
	1	√	5	√	9		Ungraded
	2	√	6		10		
Enrollment				Attendance - % of days students attended :			
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08*	2008-09
Pre-K	0	21	16		95.4	95.3	95.7
Kindergarten	59	58	79	Student Stability - % of Enrollment :			
Grade 1	81	60	65	(As of June 30)	2006-07	2007-08	2008-09
Grade 2	60	84	56		95.7	96.0	93.8
Grade 3	80	75	65	Poverty Rate - % of Enrollment :			
Grade 4	68	75	65	(As of October 31)	2006-07	2007-08	2008-09
Grade 5	76	65	69		93.2	93.2	92.1
Grade 6	0	0	0	Students in Temporary Housing - Total Number :			
Grade 7	0	0	0	(As of June 30)	2006-07	2007-08	2008-09
Grade 8	0	0	0		1	3	8
Grade 9	0	0	0	Recent Immigrants - Total Number :			
Grade 10	0	0	0	(As of October 31)	2006-07	2007-08	2008-09
Grade 11	0	0	0		1	4	6
Grade 12	0	0	0	Special Education Enrollment:			
Ungraded	0	0	0	(As of October 31)	2006-07	2007-08	2008-09
Total	424	425	427		0	0	0
				(As of June 30)	0	4	0
					1	0	1
				Special High School Programs - Total Number:			
				(As of October 31)	2006-07	2007-08	2008-09
				CTE Program Participants	0	0	0
				Early College HS Program Participants	0	0	0
English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
(As of October 31)	2006-07	2007-08	2008-09	(As of October 31)	2006-07	2007-08	2008-09
# in Transitional Bilingual Classes	0	0	0				
# in Dual Lang. Programs	0	0	0	Number of Teachers	35	40	42
# receiving ESL services only	60	56	52				

**CEP Section III: School Profile**

**Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)**

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	10	0	0	Number of Administrators and Other Professionals	4	6	7
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	N/A	0	1
<b>Overage Students (# entering students overage for grade)</b>				<b>Teacher Qualifications:</b>			
	2006-07	2007-08	2008-09	(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	0	0	0	% fully licensed & permanently assigned to this school	97.1	100.0	100.0
				% more than 2 years teaching in this school	82.9	75.0	64.3
				% more than 5 years teaching anywhere	34.3	40.0	42.9
<b>Ethnicity and Gender - % of Enrollment:</b>				% Masters Degree or higher	83.0	78.0	74.0
(As of October 31)	2006-07	2007-08	2008-09	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	100.0	100.0	98.8
American Indian or Alaska Native	0.2	0.2	0.0				
Black or African American	49.3	43.5	41.0				
Hispanic or Latino	33.5	30.4	27.6				
Asian or Native Hawaiian/Other Pacific Isl.	10.8	13.9	17.3				
White	6.1	12.0	13.1				
<b>Male</b>	49.1	47.1	44.0				
<b>Female</b>	50.9	52.9	56.0				
2009-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:				2006-07	2007-08	2008-09	2009-10
				√	√	√	√
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
<b>SURR School (Yes/No)</b>	If yes, area(s) of SURR identification:						
<b>Overall NCLB/SED Accountability Status (2008-09) Based on 2007-08 Performance:</b>							
√	In Good Standing (IGS)						
	School in Need of Improvement (SINI) – Year 1						
	School in Need of Improvement (SINI) – Year 2						
	NCLB Corrective Action (CA) – Year 1						
	NCLB Corrective Action (CA) – Year 2/Planning for Restructuring (PFR)						
	NCLB Restructuring – Year ____						
	School Requiring Academic Progress (SRAP) – Year ____						

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>Individual Subject/Area Ratings:</b>							
<b>Elementary/Middle Level</b>				<b>Secondary Level</b>			
ELA:	IGS			ELA:			
Math:	IGS			Math:			
Science:	IGS			Graduation Rate:			

<b>This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:</b>							
		<b>Elementary/Middle Level</b>			<b>Secondary Level</b>		
<b>Student Groups</b>		ELA	Math	Science	ELA	Math	Grad Rate
<b>All Students</b>		√	√	√			
<b>Ethnicity</b>							
American Indian or Alaska Native							
Black or African American		√	√	√			
Hispanic or Latino		√	√	-			
Asian or Native Hawaiian/Other Pacific Islander		-	-	-			
White		-	-	-			
<b>Other Groups</b>							
Students with Disabilities		√	√	-			
Limited English Proficient		-	-	-			
Economically Disadvantaged		√	√	√			
<b>Student groups making AYP in each subject</b>		5	5	3	0	0	0

<b>CHILDREN FIRST ACCOUNTABILITY SUMMARY</b>							
<b>Progress Report Results – 2008-09</b>				<b>Quality Review Results – 2008-09</b>			
<b>Overall Letter Grade:</b>	A			<b>Overall Evaluation:</b>	W		
<b>Overall Score:</b>	91.1			<b>Quality Statement Scores:</b>			
<b>Category Scores:</b>				Quality Statement 1: Gather Data	W		
School Environment:	12.3			Quality Statement 2: Plan and Set Goals	W		
<i>(Comprises 15% of the Overall Score)</i>				Quality Statement 3: Align Instructional Strategy to Goals	√		
School Performance:	25			Quality Statement 4: Align Capacity Building to Goals	W		
<i>(Comprises 30% of the Overall Score)</i>				Quality Statement 5: Monitor and Revise	W		
Student Progress:	50.8						
<i>(Comprises 55% of the Overall Score)</i>							
Additional Credit:	3						

<b>KEY: AYP STATUS</b>				<b>KEY: QUALITY REVIEW SCORE</b>			
√ = Made AYP				Δ = Underdeveloped			
√ <sup>SH</sup> = Made AYP Using Safe Harbor Target				▶ = Underdeveloped with Proficient Features			
X = Did Not Make AYP				√ = Proficient			
– = Insufficient Number of Students to Determine AYP Status				W = Well Developed			
				◇ = Outstanding			
				NR = No Review Required			

\* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

## **SECTION IV: NEEDS ASSESSMENT**

**Directions:** Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review the schools use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
  - What have been the greatest accomplishments over the last couple of years?
  - What are the most significant aids or barriers to the school's continuous improvement?
- 

### **ANALYSIS OF INFORMATION**

#### ELA

#### STUDENT PERFORMANCE IN EARLY CHILDHOOD GRADES

Based on our schools NCLB/SED and/or DOE accountability status PS 134 is a school in good standing. We have met AYP in all subgroups. We received a grade of A on our 2008-2009 Progress Report. For the same year we received a score of Well Developed on our Quality Review.

#### **Analysis/Findings- TC Assessments:**

An analysis of the TC Assessments shows that most of the students are performing at or above grade level in the reading portion of the assessment. A review of the reading scores for Kindergarten in 2009 shows 97.4% of students read at or above grade level (Level B). This is a 0.4% increase compared to 2008's assessment results. A review of the reading scores for Grade 1 shows 84.1% read at or above grade level (Level I). This is a 16.1% increase compared to 2008's assessment results. A review of the reading scores for Grade 2 in 2009 shows 76.4% of students read at or above grade level (Level L). This is an 18.4% increase compared to 2008's assessment results.

#### **Analysis/Findings- EPAL:**

An analysis of the EPAL data for Grade 2 shows the students are performing at a higher level on the reading portion of the test, 83% of students scored a Level 2 or Level 3. 62% of the students scored a Level 2 or Level 3 on the listening portion of the test and 73% scored a Level 2 or Level 3 on the writing mechanics portion of the test.

## STUDENT PERFORMANCE IN GRADE 3

### **Analysis / Findings - NYS ELA Student Performance Data**

#### **All Students**

An analysis of the data for Grade 3 shows a 12.1% increase in the number of students achieving at Levels 3 and 4 between 2008 and 2009. A review of scores for students in Grade 3 in 2009 shows a 3.8% increase in the number of students scoring at Level 1, a 15.9% decrease in the number of students scoring at Level 2, a 4.0% increase in the number of students scoring at Level 3, and a 8.1% increase in the number of students scoring at Level 4.

#### **Special Education**

An analysis of the data for Grade 3 shows a 3.0% decrease in the number of students achieving at Levels 3 and 4 between 2008 and 2009. A review of scores for students in Grade 3 in 2008 shows a 21.4% increase in the number of students scoring at Level 1, an 18.6% decrease in the number of students scoring at Level 2, a 10.0% decrease in the number of students scoring at Level 3 and a 7.1% increase in the number of students scoring at Level 4.

#### **ELL**

An analysis of the data for Grade 3 shows a 33.4% increase in the number of students achieving at Levels 3 and 4 between 2008 and 2009. A review of scores for students in Grade 3 in 2008 shows a 22.2% increase in the number of students scoring at Level 1, a 55.6% decrease in the number of students scoring at Level 2, and a 33.4% increase in the number of students scoring at Level 3.

#### **Analysis / Findings – TC Assessments**

An analysis of the TC Assessments shows that more than half of the students are performing at or above grade level in the reading portion of the assessment. A review of the reading scores for Grade 3 in 2009 shows 52.0% of students read at or above grade level (Level O). This is a 1.2% increase compared to 2008's assessment results.

#### **Analysis / Findings – ELA Predictive Assessments**

An analysis of the data for Grade 3 shows 84% of students were predicted to score a Level 3 or Level 4 on the ELA test. The actual percent of students who scored a Level 3 or Level 4 on the ELA was 86.

## STUDENT PERFORMANCE IN GRADE 4

### **Analysis / Findings - NYS ELA Student Performance Data**

#### **All Students**

An analysis of the data for Grade 4 shows a 16.1% increase in the number of students achieving at Levels 3 and 4 between 2008 and 2009. A review of scores for students in Grade 4 in 2009 shows a 5.5% decrease in the number of students scoring at Level 1, a 10.6% decrease in the number of students scoring at Level 2, a 24.8% increase in the number of students scoring at Level 3, and a 8.6% decrease in the number of students scoring at Level 4.

#### **Special Education**

An analysis of the data for Grade 4 shows a 25.0% increase in the number of students achieving at Levels 3 and 4 between 2008 and 2009. A review of scores for students in Grade 4 in 2008 shows a 16.6% decrease in the number of students scoring at Level 1, an 8.4% decrease in the number of students scoring at Level 2, and a 25.0% increase in the number of students scoring at Level 3.

#### **ELL**

An analysis of the data for Grade 4 shows an 85.7% increase in the number of students achieving at Levels 3 and 4 between 2008 and 2009. A review of scores for students in Grade 4 in 2008 shows a 28.6% decrease in the number of students scoring at Level 1, a 55.1% decrease in the number of students scoring at Level 2, and an 85.7% increase in the number of students scoring at Level 3.

### **Analysis / Findings – TC Assessments**

An analysis of the TC Assessments shows that more than half of the students are performing at or above grade level in the reading portion of the assessment. A review of the reading scores for Grade 4 in 2009 shows 62.7% of students read at or above grade level (Level R). This is a 38.0% increase compared to 2008's assessment results.

### **Analysis / Findings – ELA Predictive Assessments**

An analysis of the data for Grade 4 shows 73% of students were predicted to score a Level 3 or Level 4 on the ELA test. The actual percent of students who scored a Level 3 or Level 4 on the ELA was 89.

## STUDENT PERFORMANCE IN GRADE 5

### **Analysis / Findings - NYS ELA Student Performance Data**

#### **All Students**

An analysis of the data for Grade 5 shows a 3.8% decrease in the number of students achieving at Levels 3 and 4 between 2008 and 2009. A review of scores for students in Grade 5 in 2009 continues to show no students scoring at Level 1, a 3.8% increase in the number of students scoring at Level 2, a 3.5 % decrease in the number of students scoring at Level 3, and a 0.3% decrease in the number of students scoring at Level 4.

#### **Special Education**

An analysis of the data for Grade 5 shows a 17.4% decrease in the number of students achieving at Levels 3 and 4 between 2008 and 2009. A review of scores for students in Grade 5 in 2008 continues to show no students scoring at Level 1, a 17.4% increase in the number of students scoring at Level 2, a 25.1% decrease in the number of students scoring at Level 3, and a 7.7% increase in the number of students scoring at a Level 4.

#### **ELL**

An analysis of the data for Grade 5 shows a 16.7% decrease in the number of students achieving at Levels 3 and 4 between 2008 and 2009. A review of scores for students in Grade 5 in 2008 continues to show no students scoring at Level 1, a 16.7% increase in the number of students scoring at Level 2, and a 16.7% decrease in the number of students scoring at Level 3.

#### **Analysis / Findings – TC Assessments**

An analysis of the TC Assessments shows that more than half of the students are performing at or above grade level in the reading portion of the assessment. A review of the reading scores for Grade 5 in 2009 shows 55.7% of students read at or above grade level (Level T). This is a 4.3% decrease compared to 2008's assessment results.

#### **Analysis / Findings – ELA Predictive Assessments**

An analysis of the data for Grade 5 shows 75% of students were predicted to score a Level 3 or Level 4 on the ELA test. The actual percent of students who scored a Level 3 or Level 4 on the ELA was 80.

## ANALYSIS OF INFORMATION

### MATHEMATICS

#### STUDENT PERFORMANCE IN EARLY CHILDHOOD GRADES

##### **Analysis/Findings – Kindergarten:**

An analysis of the data for Kindergarten shows 87% of students scoring at 75% or higher on the end of year assessment. This is a 2.3% decrease compared to 2008's assessment results. Weekly, monthly and cumulative tests, as well as Math folders also indicate that students' computation has improved. However, problem-solving skills are in need of improvement. Results show that students are not mastering all the skills needed at the different assessment periods. The ongoing assessment of the mathematical progress of each student will enable each teacher to address strengths and weaknesses.

##### **Analysis/Findings – Grade 1:**

An analysis of the data for Grade One shows 84.5% of students scoring at 75% or higher on the end of year assessment. This is a 11.5% increase compared to 2008's assessment results. Weekly, monthly and cumulative tests, as well as Math folders also indicate that students' computation has improved. However, problem-solving skills are in need of improvement. Results show that students are not mastering all the skills needed at the different assessment periods. The ongoing assessment of the mathematical progress of each student will enable each teacher to address strengths and weaknesses.

##### **Analysis/Findings – Grade 2:**

An analysis of the data for Grade Two shows 75.0% of students scoring at 75% or higher on the end of year assessment. This is a 2.0% increase compared to 2008's assessment results. Weekly, monthly and cumulative tests, as well as Math folders also indicate that students' computation has improved. However, problem-solving skills are in need of improvement. Results show that students are not mastering all the skills needed at the different assessment periods. The ongoing assessment of the mathematical progress of each student will enable each teacher to address strengths and weaknesses.

## STUDENT PERFORMANCE IN GRADE 3

### **Analysis / Findings - NYS Math Student Performance Data**

#### **All Students**

An analysis of the data for Grade 3 shows a 1.6% increase in the number of students achieving at Levels 3 and 4 between 2008 and 2009. A review of scores for students in Grade 3 in 2009 shows no students scoring at Level 1, a 1.6% decrease in the number of students scoring at Level 2, an 8.4 % decrease in the number of students scoring at Level 3, and a 10.0% increase in the number of students scoring at Level 4.

#### **Special Education**

An analysis of the data for Grade 3 shows students scoring 100% at Levels 3 and 4 between 2008 and 2009. A review of scores for students in Grade 3 in 2009 shows no students continuing to score at Level 1 or Level 2, an 11.9 % decrease in the number of students scoring at Level 3, and an 11.9% increase in the number of students scoring at Level 4.

#### **ELL**

An analysis of the data for Grade 3 shows students scoring 100% at Levels 3 and 4 between 2008 and 2009. A review of scores for students in Grade 3 in 2009 shows no students continuing to score at Level 1 or Level 2, a 30.6 % increase in the number of students scoring at Level 3, and a 19.4% increase in the number of students scoring at Level 4.

### **Analysis / Findings – Math Predictive Assessments**

An analysis of the data for Grade 3 shows 95% of students were predicted to score a Level 3 or Level 4 on the NYS Math test. The actual percent of students who scored a Level 3 or Level 4 on the NYS Math test was 100.

### **Analysis/Findings Everyday Mathematics– Grade 3:**

An analysis of the data for Grade Three shows 49.0% of students scoring at 75% or higher on the end of year assessment. This is a 2.0% increase compared to 2008's assessment results. Weekly, monthly and cumulative tests, as well as Math folders also indicate that students' computation has improved. However, problem-solving skills are in need of improvement. Results show that students are not mastering all the skills needed at the different assessment periods. The ongoing assessment of the mathematical progress of each student will enable each teacher to address strengths and weaknesses.

## STUDENT PERFORMANCE IN GRADE 4

### **Analysis / Findings - NYS Math Student Performance Data**

#### **All Students**

An analysis of the data for Grade 4 shows a 2.7% increase in the number of students achieving at Levels 3 and 4 between 2008 and 2009. A review of scores for students in Grade 4 in 2009 continues to show no students scoring at Level 1, a 2.7% decrease in the number of students scoring at Level 2, a 13.2% decrease in the number of students scoring at Level 3, and a 15.9% increase in the number of students scoring at Level 4.

#### **Special Education**

An analysis of the data for Grade 4 shows a 16.7% increase in the number of students achieving at Levels 3 and 4 between 2008 and 2009. A review of scores for students in Grade 4 in 2009 continues to show no students scoring at Level 1, a 16.7% decrease in the number of students scoring at Level 2, a 2.8% increase in the number of students scoring at Level 3, and a 13.9% increase in the number of students scoring at Level 4.

#### **ELL**

An analysis of the data for Grade 4 shows a 25.0% increase in the number of students achieving at Levels 3 and 4 between 2008 and 2009. A review of scores for students in Grade 4 in 2009 continues to show no students scoring at Level 1, a 25.0% decrease in the number of students scoring at Level 2, a 4.2% increase in the number of students scoring at Level 3 and a 20.8% increase in the number of students scoring at Level 4.

### **Analysis / Findings – Math Predictive Assessments**

An analysis of the data for Grade 4 shows 90% of students were predicted to score a Level 3 or Level 4 on the NYS Math test. The actual percent of students who scored a Level 3 or Level 4 on the NYS Math test was 98.

### **Analysis/Findings Everyday Mathematics – Grade 4:**

An analysis of the data for Grade Four shows 82.0% of students scoring at 75% or higher on the end of year assessment. This is a 27.0% increase compared to 2008's assessment results. Weekly, monthly and cumulative tests, as well as Math folders also indicate that students' computation has improved. However, problem-solving skills are in need of improvement. Results show that students are not mastering all the skills needed at the different assessment periods. The ongoing assessment of the mathematical progress of each student will enable each teacher to address strengths and weaknesses.

## STUDENT PERFORMANCE IN GRADE 5

### **Analysis / Findings - NYS Math Student Performance Data**

#### **All Students**

An analysis of the data for Grade 5 shows a 12.6% increase in the number of students achieving at Levels 3 and 4 between 2008 and 2009. A review of scores for students in Grade 5 in 2009 shows no students scoring at Level 1, a 12.6% decrease in the number of students scoring at Level 2, an 8.1% increase in the number of students scoring at Level 3, and a 4.5% increase in the number of students scoring at Level 4.

#### **Special Education**

An analysis of the data for Grade 5 shows a 36.4% increase in the number of students achieving at Levels 3 and 4 between 2008 and 2009. A review of scores for students in Grade 5 in 2009 continues to show no students scoring at Level 1, a 36.4% decrease in the number of students scoring at Level 2, a 39.1% increase in the number of students scoring at Level 3, and a 2.8% decrease in the number of students scoring at Level 4.

#### **ELL**

An analysis of the data for Grade 5 shows a 50.0% increase in the number of students achieving at Levels 3 and 4 between 2008 and 2009. A review of scores for students in Grade 5 shows no students scoring at Level 1, a 50.0% decrease in the number of students scoring at Level 2, and a 50.0% increase in the number of students scoring at Level 3.

### **Analysis / Findings – Math Predictive Assessments**

An analysis of the data for Grade 5 shows 71% of students were predicted to score a Level 3 or Level 4 on the NYS Math test. The actual percent of students who scored a Level 3 or Level 4 on the NYS Math test was 97.

### **Analysis/Findings Everyday Mathematics – Grade 5:**

An analysis of the data for Grade Five shows 38.0% of students scoring at 75% or higher on the end of year assessment. This is a 19.0% increase compared to 2008's assessment results. Weekly, monthly and cumulative tests, as well as Math folders also indicate that students' computation has improved. However, problem-solving skills are in need of improvement. Results show that students are not mastering all the skills needed at the different assessment periods. The ongoing assessment of the mathematical progress of each student will enable each teacher to address strengths and weaknesses.

**ANALYSIS OF INFORMATION  
SCIENCE  
STUDENT PERFORMANCE IN GRADE 4**

**Analysis / Findings - ELSE Student Performance Data**

**All Students**

An analysis of the data shows a 7.0% increase in the number of students achieving at Levels 3 and 4. A review of science scores for students in Grade 4 shows a 1.4% decrease in the number of students scoring at Level 1, a 5.0% decrease in the number of students scoring at Level 2, an 11.6 % decrease in the number of students scoring at Level 3, and a 20.0 % increase in the number of students scoring at Level 4.

**Special Education**

An analysis of the data for Grade 4 science shows a 35.7% increase in the number of students achieving at Levels 3 and 4. A review of science scores for students in Grade 4 shows a 7.1% decrease in the number of students scoring at Level 1, a 28.5% decrease in the number of students scoring at Level 2, an 18.0 % decrease in the number of students scoring at Level 3, and a 53.6% increase in the number of students scoring at Level 4.

**ELL**

An analysis of the data for Grade 4 science shows a 2.5% decrease in the number of students achieving at Levels 3 and 4. A review of science scores for students in Grade 4 shows a 12.5% decrease in the number of students scoring at Level 1, and a 15.0% increase in the number of students scoring at Level 2, a 5.0% decrease in the number of students scoring at Level 3, and a 2.5% increase in the number of students scoring at Level 4.

## **ANALYSIS OF INFORMATION SOCIAL STUDIES**

### **STUDENT PERFORMANCE IN GRADE 5**

#### **Analysis / Findings – NYS Social Studies Test Student Performance Data**

##### **All Students**

An analysis of the data shows a 6.3% increase in the number of students achieving at Levels 3 and 4 in 2008 and 2009. A review of social studies scores for students in Grade 5 shows a 1.5% decrease in the number of students scoring at Level 1, a 4.8 % decrease in the number of students scoring at Level 2, a 13.9% decrease in the number of students scoring at Level 3, and a 20.1 % increase in the number of students scoring at Level 4.

##### **Special Education**

An analysis of the data for Grade 5 social studies shows a 27.3 % increase in the number of students achieving at Levels 3 and 4 in 2008 and 2009. A review of social studies scores for students in Grade 5 shows a 9.1% decrease in the number of students scoring at Level 1, an 18.2% decrease in the number of students scoring at Level 2, a 14.7% increase in the number of students scoring at Level 3 and a 12.6% increase in the number of students scoring at Level 4.

##### **ELL**

An analysis of the data for Grade 5 social studies continues to show 66.7% of students achieving at Levels 3 and 4 in 2008 and 2009. A review of social studies scores for students in Grade 5 shows a 16.7% decrease in the number of students scoring at Level 1, a 16.6% increase of students scoring at Level 2, a 33.4% decrease in the students scoring at Level 3 and a 33.3% increase in the number of students scoring at Level 4.

## ANALYSIS OF INFORMATION NYSESLAT

### STUDENT PERFORMANCE IN ALL GRADES

#### **Analysis / Findings – NYSESLAT Student Performance Data**

##### **All Students Tested**

An analysis of the data for kindergarten shows a 15.2% increase in the number of students achieving at the beginning level, a 4.7% decrease in the number of students achieving at the intermediate level, a 15.2% increase in the number of students achieving at the advanced level and a 25.6% decrease in the number of students achieving at the proficient level. An analysis of the data for Grade 1 shows a 10.3% decrease in the number of students achieving at the beginning level, a 3.0% decrease in the number of students achieving at the intermediate level, a 23.0% increase in the number of students achieving at the advanced level and a 9.7% decrease in the number of students achieving at the proficient level. An analysis of the data for Grade 2 shows a 10.2% increase in the number of students achieving at the beginning level, a 17.9% increase in the number of students achieving at the intermediate level, a 12.7% decrease in the number of students achieving at the advanced level and a 15.4% decrease in the number of students achieving at the proficient level. An analysis of the data for Grade 3 shows a 20.0% decrease in the number of students achieving at the beginning level, a 10.0% increase in the number of students achieving at the intermediate level, a 10.0% increase in the number of students achieving at the advanced level and the number of students scoring at proficient remained the same – 40.0%. An analysis of the data for Grade 4 shows no change in the number of students achieving at the beginning level, a 40.0% increase in the number of students achieving at the intermediate level, a 15.0% increase in the number of students achieving at the advanced level and a 55.0% decrease in the number of students achieving at the proficient level. An analysis of the data for Grade 5 shows an 11.0% increase in the number of students achieving at the beginning level, no change in the number of students achieving at the intermediate level, a 7.0% increase in the number of students achieving at the advanced level and a 18.0% decrease in the number of students achieving at the proficient level.

##### **Special Education Students**

An analysis of the data for kindergarten shows there were no special education students who took the NYSESLAT in 2009. An analysis of the data for Grade 1 shows a 50.0% decrease in the number of students achieving at the beginning level, no change in the number of students achieving at the intermediate level, a 50.0% increase in the number of students achieving at the advanced level and no students achieved the proficient level in both 2008 and 2009. An analysis of the data for Grades 2 shows a 16.7% decrease in the number of students achieving at the beginning level, a 33.3% increase in the number of students achieving at the intermediate level, a 0.1% increase in the number of students achieving at the advanced level and a 16.7% decrease in the number of students achieving at the proficient level. An analysis of the data for Grade 3 shows no change in the number of students achieving at the beginning level, a 33.3% increase in the number of students achieving at the intermediate level, a 66.7% increase in the number of students achieving at the advanced level and no change in the number of students achieving at the proficient level. An analysis of the data for Grades 4 and 5 show there were no special education students who took the NYSESLAT in 2009.

## ANALYSIS OF INFORMATION SCHOOL PROGRESS REPORT

### **Analysis / Findings - School Environment**

The school environment comprises 15% of the overall score. Overall we received an A for School Environment. Within this category, there are sub-categories. These sub-categories include Academic Expectations, Communication, Engagement, Safety and Respect, and Attendance. This year in Academic Expectations we received 8.2 out of 10 points, which is a 0.1 % increase compared to last year. In Communication we received 7.4 out of 10, which is a 0.1 % increase. In Engagement we received 7.5 out of 10, which is a 0.2 % increase. In Safety and Respect we received 8.6 out of 10, which is no change compared to last year and we received 5 points for our school's 95.7% attendance.

### **Analysis / Findings – Student Performance**

The student performance comprises 25% of the overall score. Overall we received an A for Student Performance. Within this category, there are sub-categories. These sub-categories include Percentage of Students at Proficiency (Level 3 or 4) in ELA and Mathematics and Median Student Proficiency in ELA and Mathematics. This year, the percentage of students who scored at Proficiency in English Language Arts was 84.8.0%, which is a 7.8 % increase compared to last year. The percentage of students who scored at Proficiency in Mathematics was 98.1%, which is a 4.1 % increase. We received a score of 3.39 out of 4.50 in ELA Median Student Proficiency, which is a 0.12 % increase. We received a score of 4.00 out of 4.50 in Mathematics Median Student Proficiency which is a 0.13 % increase compared to last year.

### **Analysis / Findings – Student Progress**

The student progress comprises 60% of the overall score. Overall we received a A for Student Progress. Within this category, there are sub-categories for both English Language Arts and Math. These sub-categories include Percentage of Students making at least one year of progress, Percentage of Students in Schools Lowest One-Third making at least one year of progress, Average Change of Student Proficiency for Level 1 and Level 2 Students, and Average Change of Student Proficiency for Level 3 and Level 4 Students. This year the percentage of students making at least one year of progress in ELA is 65.9 and in Mathematics is 71.1. The percentage of students in schools lowest one third making at least one year of progress in ELA is 93.2 and in Mathematics is 79.6. This year the average change of student proficiency for Level 1 and Level 2 students in ELA is 0.55. This year the average change of student proficiency for Level 3 and Level 4 in ELA is 0.1 and in Mathematics is 0.03.

## ANALYSIS OF INFORMATION QUALITY REVIEW

### **Analysis / Findings – Quality Review**

The school received a score of Well Developed on the Quality Review. Overall, the school received Well Developed in the majority of the Five Quality Statements. However, within these statements the school did score Proficient in some of the sub-categories. These sub-categories include: focusing analysis on the learning outcomes and needs of all sub-groups of students, using collaborative and data-informed processes to set measurable, actionable and differentiated learning goals in core subjects for individual students and groupings of students and develop differentiated plans and time frames for reaching these goals, school leaders and faculty deliver challenging and engaging curricula in core subjects, including the arts, that are aligned to state standards, teachers plan and teach lessons that are differentiated to meet the needs of individual students and student groupings and are designed to enable all students to reach their learning goals, school leaders maintain a culture of mutual trust and respect and positive attitudes toward learning that support the academic and personal growth of students and adults, and utilize youth development, support services and partnerships with families and outside organizations to accelerate the academic and personal growth of students.

ANALYSIS OF INFORMATION  
INQUIRY TEAM ACTION RESEARCH

**Analysis / Findings – Inquiry Team Action Research**

- We found that by using people with different areas of expertise enhanced our ability to meet the needs of the Target Population students.
- We learned that it was most effective to narrow our focus to a more specific measurable skill. This then allowed us to track the progress of each student in the Target Population.
- We found it most effective to provide teachers with a variety of strategies, and help them to incorporate these strategies into their daily routines.
- Professional Development was provided not only to the teachers of the Target Population students, but also to the entire school community. This allowed all members of the school community to become invested in the vision of our Inquiry Team.
- One of the changes we noticed was an increase in collaboration among teachers who had students in the Target Population. These teachers began to incorporate the instructional strategies provided by the Inquiry Team throughout the school day, which in turn benefited not only the targeted students but also the entire class.
- These processes helped the teachers to better look at student work and use their findings to drive instruction.
- Classroom teachers and support staff on our team took on leadership roles in implementing our plan.
- Professional Development provided by the Inquiry Team informed teachers on the importance and effectiveness of small group targeted instruction.

ANALYSIS OF INFORMATION  
ARIS

**Analysis / Findings – ARIS**

- ARIS Tools helped us to make data-informed decisions about differentiated instruction
- ARIS Progress Report Modelar helped us to self-evaluate and measure internal and external accountability as well as allowed us to carefully examine each area of the Progress Report
- The Progress Report Tool enabled us to identify the lowest third in our school in all content areas, locate students who are or are not proficient, and who made yearly progress
- The Progress Report Tool also allowed us to compare ourselves with schools of similar demographics
- The ARIS ITT Tool allowed us to study ethnic groups and grades making the highest progress as well as giving us the ability to analyze proficiency ratings
- ARIS gave us access to all student information which in turn helped us to identify strengths and weaknesses of individual students, groups, and classes
- We were able to identify patterns and analyze trends to assist with school planning
- Being able to analyze the students in the target population using ARIS, we were able to learn from the success of our lowest performing third, which in turn benefited the students who were on grade level
- ARIS Parent Link increased parent communication and involvement

**STUDENT PERFORMANCE TRENDS**  
**ELA**

- In Grades 3, 4, 5, there is an increase in the number of students scoring at levels 3 and 4
- In Grades 3, 4, 5, there are fewer special education students scoring at levels 3 and 4 than any of the other sub-groups
- In Grades 3, 4, 5, generally the students get stronger results on the NYS ELA than the Predictive Assessments
- In Grades 3, 4, 5, males and females received approximately the same scores
- In Grades 3 and 4 the number of students scoring at levels 3 and 4 increased
- In Grade 5 the number of students scoring at levels 3 and 4 decreased

**STUDENT PERFORMANCE TRENDS**  
**MATH**

- In Grades K-2, based on the Everyday Math assessment results, students become more proficient in math as the year progresses
- PS 134 is performing at a higher level on Math than ELA
- In Grades 3, 4, 5, there is an increase in the number of students scoring at levels 3 and 4
- All sub-groups generally have the same percentage of students scoring at levels 3 and 4
- In Grades 3, 4, 5, males and females received approximately the same scores
- In Grades 3, 4, 5 the number of students scoring at levels 3 and 4 increased

**STUDENT PERFORMANCE TRENDS**  
**SCIENCE and SOCIAL STUDIES**

- Grade 4 students have scored within the 90<sup>th</sup> percentile for the past two years
- In Grade 4 the number of students scoring at levels 3 and 4 increased
- In Grade 5, there is an increase in the number of students scoring at levels 3 and 4
- In Grade 5 the number of students scoring at levels 3 and 4 increased
- In Grades 3, 4, 5, males and females received approximately the same scores

## **GREATEST ACCOMPLISHMENTS**

- Increased number of students scoring at levels 3 and 4 on all state assessments; ELA, Math, Science and Social Studies
- Students scoring at or above the 90<sup>th</sup> percentile on three of the four state assessments
- Increase in the quantity and quality of professional development offered to all teachers
- Recognized as a “High Performing / Gap Closing” school
- Recognized by the U.S Department of Education as a Blue Ribbon school for significantly improving the achievement of students from disadvantaged backgrounds
- Systematic and consistent methods of collecting data and using it to improve student learning
- The workshop model of teaching is used in all curriculum areas allowing for the differentiation of teaching to meet the needs of individuals and small groups
- Curriculum planning based on comprehensive data supports the continuous review of teaching to match students’ needs

## **SIGNIFICANT AIDS OR BARRIERS TO THE SCHOOL’S CONTINUOUS IMPROVEMENT**

### **AIDS**

- Scheduling that allows teachers to meet by grade level to plan grade appropriate curriculum
- Differentiated professional development for teachers
- Development of a professional learning community
- Affiliation with Teachers College
- Supportive Staff Members and Parents
- Shared Vision
- Small class size

### **BARRIERS**

- Busing of Students
- Parents are far from the school
- Many students do not attend Pre-K prior to beginning Kindergarten
- Funding
- Limited Neighborhood Outreach Opportunities

**SECTION V: ANNUAL SCHOOL GOALS**

**Directions:** Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school’s instructional goals for 2009-10 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

**Notes:** (1) In Section VI of this template, you will need to complete an “action plan” for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal’s Performance Review (PPR) goals should presumably be aligned to the school’s annual goals described in this section.

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<b>Annual Goals</b>	<b>Description</b>
<b>SMART GOAL 1:</b> By June 2010, there will be a 2-5% increase in the number of students in grades K-2 scoring at levels 3 and 4 in English Language Arts as measured by teacher generated assessments and Teachers College Reading Assessments.	After conducting our needs assessment the SLT determined that 84.5% of all students in Grades K, 1 and 2 scored at levels 3 and 4 on the Teachers College Reading Assessments. The SLT determined that an increase in the number of students scoring at levels 3 and 4 should become a school goal.
<b>SMART GOAL 2:</b> By June 2010, there will be a 2-5% increase in the number of students in grades 3-5 scoring at levels 3 and 4 in English Language Arts as measured by city, state, and/or teacher generated assessments.	After conducting our needs assessment the SLT determined that 85.3% of all students in Grades 3, 4 and 5 scored at levels 3 and 4 on the ELA. The SLT determined that an increase in the number of students scoring at levels 3 and 4 should become a school goal.
<b>SMART GOAL 3:</b> By June 2010, communication between families and the school community will increase by 1% as measured by the results of the Learning Environment Survey.	After conducting our needs assessment the SLT determined that based on the Learning Environment Survey our school received a score of 7.3 out of 10. The SLT determined that increasing the quantity and quality of communication between the home and school should become a school goal.

**SECTION VI: ACTION PLAN**

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

**Subject/Area (where relevant):** English Language Arts

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>By June 2010, there will be a 2-5% increase in the number of students in grades K-2 scoring at levels 3 and 4 in English Language Arts as measured by city, state, and/or teacher generated assessments.</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><u>Curriculum / Instruction:</u> Reading Workshop: reading mini-lesson, shared reading, guided reading, independent reading, read aloud, word study, reading conferences/small group. Writing Workshop: writing mini-lesson, independent writing, shared writing, interactive writing, writing conferences. Words Their Way: word study program Literacy Centers: ABC center, listening center, writing center, reading center, word study, library center Supplemental Literacy Activities: thematic studies, author studies, genre studies, reading and writing portfolios. Other Classroom Support Activities: word walls, graphic organizers, independent reading book boxes, reading logs, reading response journals. Special projects: Read Across America, Poetry Month, Character Celebrations (Clifford /Arthur), Interclass book sharing, and reading and writing celebrations.</p> <p><u>Materials</u> Shared Reading: Sadlier, Wright Group, Mondo, Rigby, Modern Curriculum Press, Celebration Press, Scholastic, Write Time for Kids, Exploring Nonfiction, Making Meaning Guided Reading: Oxford, Rigby, Wright Group, Mondo, Newbridge, Shortland, Troll, Dominic Press. Independent Reading: Wright Group, Mayor’s Library, Scholastic, Houghton Mifflin, Dominic Press. Classroom Libraries: (50% of books leveled) Two central resource rooms for shared and guided reading materials, and professional literature. Teachers College Units of Study for Reading and Writing Workshop Phonics/Word Study – Words Their Way Various AIS Tools/Programs</p> <p><u>AIS:</u></p>

	<p>AIS Tools/Programs: Reading Recovery, Early Success, Great Leaps, New Heights, Words Their Way. Lessons in Literacy Kit, Extended Day for At Risk Students. Small group targeted instruction.</p> <p><u>Professional Development:</u> In class modeling, demonstrations and coaching, inter visitations and intra visitations, monthly faculty conferences, grade conferences, staff development days, new teacher workshops, common prep planning periods, bi-weekly professional development periods are provided for teachers, study groups after school, staff development through professional literature, Teachers College Staff Developers, attending workshops at Teachers College.</p> <p>Providers: Literacy Coach, Reading Teachers, AIS Teacher, Reading Recovery Teacher, Professional Development Team, Teachers College Staff Developers</p> <p><u>Parent Involvement:</u> Home/school sharing of ideas, strategies and materials will allow for reinforcement of concepts learned at school, home reading logs, book fairs, parent involvement workshops in literacy, writing celebrations, parent coordinator workshops, parent / teacher conferences.</p> <p><u>Assessments:</u> Reading and Writing Checklists, Reading and Writing Conferences, Teachers College Reading Assessments, E-PAL (grade 2 only), Monitoring for Results (rubric for independent reading levels), AIS program assessment tools, NYSESLAT.</p> <p>Implementation Timeline: Reading Workshop and Writing Workshop – daily - 150 minute literacy block– September to June  AIS Services – daily – 45 minute periods – September - June  Reading Recovery – daily – 35 minute periods – 20 week modules – September – January; February – June  Extended Day – 4 days per week – 37 minutes sessions – September to June</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Classroom Teachers – Tax Levy/Reimbursable/TL DRA Stabilization  Literacy Coach – Tax Levy/Reimbursable  Reading Teacher – Contract for Excellence  Reading Recovery Teacher – Reimbursable/Tax Levy  Special Education CTT Teachers – Tax Levy/TL DRA Stabilization  ELL Teachers – Tax Levy/Reimbursable  Library Teacher– Reimbursable/Tax Levy  Instructional Materials and Supplies – Tax Levy/Reimbursable  Library Books – Reimbursable  Classroom Libraries and Balanced Literacy Materials – Tax Levy/Reimbursable  Professional Development Days – Reimbursable  Inquiry Team – Tax Levy</p>

**Indicators of Interim Progress and/or Accomplishment**

*Include: interval of periodic review; instrument(s) of measure; projected gains*

Teachers College Reading Assessments – Grades Pre-K-5 – September/ March/ June  
NYSESLAT – June  
Running Records- monthly  
Guided Reading Levels- monthly  
Monitoring for Results – 3 times per year  
Individual Student Binder- Beginning of year/ Middle of year/ End of year  
Reading Folders & Checklists – Daily  
Writing Folders & Checklists – Daily  
Teacher Observations – Daily  
Teacher / Student Conferences – Daily  
AIS Program Assessments – given monthly – periodic check of gains noted every six weeks  
Reading Recovery – assessments given weekly – evaluated after 20 weeks

**SECTION VI: ACTION PLAN** (CONTINUED)

**Subject/Area (where relevant):** English Language Arts

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>By June 2010, there will be a 2-5% increase in the number of students in grades 3, 4 and 5 scoring at levels 3 and 4 in English Language Arts as measured by city, NYS ELA assessment, and/or teacher generated assessments.</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><u>Curriculum / Instruction:</u> Reading Workshop: reading mini-lesson, shared reading, guided reading, independent reading, read aloud, word study, reading conferences/small group. Writing Workshop: writing mini-lesson, independent writing, shared writing, interactive writing, writing conferences. ELA Kaplan Test Preparation Special projects: Read Across America, Poetry Month, Interclass book sharing, and writing celebrations.</p> <p><u>Materials:</u> Shared Reading: Troll, Steck Vaughn, Newbridge, Mondo, Write Time for Kids, Exploring Nonfiction, Pacific Learning Orbit Kit. Guided Reading: Rigby, Pacific Learning, Harcourt, Troll, Mondo, Dominie Press, Sundance, Benchmark. Classroom Libraries: (50% of books leveled) Two central resource rooms for shared and guided reading materials, and professional literature. Teachers College Units of Study for Reading and Writing Workshop Kaplan Test Prep Phonics/Word Study Various AIS Tools/Programs</p> <p><u>AIS:</u> AIS Tools/Programs: Wilson, Great Leaps, Soar To Success, New Heights. Summer School for At Risk Students, Extended Day for At Risk Students. Small group targeted instruction.</p> <p><u>AIS:</u> AIS Tools/Programs: Soar to Success, Great Leaps, New Heights, Wilson Extended Day for At Risk Students. Small group targeted instruction.</p> <p><u>Professional Development:</u> In class modeling, demonstrations and coaching, inter visitations and intra visitations, monthly faculty conferences, grade conferences, staff development days, new teacher workshops, common prep planning periods, bi-weekly professional development periods are provided for teachers, study groups after school, staff development through professional literature, Teachers College Staff Developers, attending workshops at Teachers College.</p> <p>Providers: Literacy Coach, Reading Teachers, AIS Teacher, Reading Recovery Teacher, Professional Development Team, Teachers College Staff Developers</p> <p><u>Parent Involvement:</u></p>

	<p>Home/school sharing of ideas, strategies and materials will allow for reinforcement of concepts learned at school, home reading logs, book fairs, parent involvement workshops in literacy, writing celebrations, parent coordinator workshops, parent / teacher conferences.</p> <p><u>Assessments:</u>  Reading and Writing Checklists, Reading and Writing Conferences, Teachers College Reading Assessments, E-PAL (grade 3 only), Monitoring for Results (rubric for guided reading levels), AIS program assessment tools, Predictive and Instructionally Targeted Assessments, standardized test scores for ELA and NYSESLAT.  Implementation Timeline: Reading Workshop and Writing Workshop – daily - 150 minute literacy block– September to June  AIS Services – daily – 45 minute periods – September – June  Summer School – 4 days per week – 4 hours per day – July to August  Extended Day – 4 days per week – 37 minutes sessions – September to June</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Classroom Teachers – Tax Levy/Reimbursable/TL DRA Stabilization  Literacy Coach – Tax Levy/Reimbursable  Reading Teacher – Contract for Excellence  Reading Recovery Teacher – Reimbursable/Tax Levy  Special Education CTT Teachers – Tax Levy/TL DRA Stabilization  ELL Teachers – Tax Levy/Reimbursable  Library Teacher– Reimbursable/Tax Levy  Test Prep Materials – Tax Levy/Reimbursable  Instructional Materials and Supplies – Tax Levy/Reimbursable  Library Books – Reimbursable  Classroom Libraries and Balanced Literacy Materials – Tax Levy/Reimbursable  Professional Development Days – Reimbursable  Inquiry Team – Tax Levy</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Teachers College Reading Assessments – Grades 3-5 – September/ March/ June  NYS ELA test - January  EPAL Grade 3 - May  NYSESLAT – May  Running Records- monthly  Guided Reading Levels- monthly  Monitoring for Results – 3 times per year  Individual Student Binder- Beginning of year/ Middle of year/ End of year  Reading Folders &amp; Checklists – Daily  Writing Folders &amp; Checklists – Daily  Teacher Observations – Daily  Teacher / Student Conferences – Daily  AIS Program Assessments – given monthly – periodic check of gains noted every six weeks  Predictive Assessments – 2 times per year  Instructionally Targeted Assessments – 2 times per year</p>



	<ul style="list-style-type: none"> <li>• Outreach to area preschools by the guidance counselor to meet parents</li> <li>• Student scores on ELA, Math, Social Studies and Science are sent home</li> <li>• Parent letter from TC</li> <li>• Liaison between school and home through the Parent Coordinator</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Parent Coordinator – Tax Levy  Guidance Counselor – Tax Levy/Reimbursable  Pupil Support Teacher - Reimbursable  Parent Involvement Activities – Reimbursable  School Leadership Team – Tax Levy  Parent Materials - Reimbursable  Parent Materials (translated) – Tax Levy / Reimbursable</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Increased parent attendance at Parent Association Meetings  Increased parent attendance at Teacher/Parent Conference  Increased positive responses by parents on Learning Environment Survey  Participation in School Leadership meetings  Parent Needs Assessment Survey responses  Increased parent attendance at workshops.  Increased attendance school functions.</p>

## **REQUIRED APPENDICES TO THE CEP FOR 2009-2010**

**Directions:** All schools must complete Appendices 1, 2, 3, & 7. (Note: Appendix 8 will not be required for this year.) All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement – Year 1 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructured Schools, must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Note: Please refer to the accompanying CEP Guide for specific CEP submission instructions and timelines.**

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR’S REGULATIONS FOR ALL SCHOOLS**

**APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS**

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT**

**APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)**

**APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEMWIDE CURRICULUM AUDIT FINDINGS – REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10 – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)**

**APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING – REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM**

*New York State Education Department (SED) requirement for all schools*

**Part A. Directions:** On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components:** additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	12	8	N/A	N/A	77			
1	32	32	N/A	N/A	61			
2	35	44	N/A	N/A	56			
3	59	58	N/A	N/A	77			
4	59	56	75	75	65			
5	53	57	2	65	67			3
6								
7								
8								
9								
10								
11								
12								

**Identified groups of students who have been targeted for AIS, and the established criteria for identification:**

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

**Part B. Description of Academic Intervention Services**

Name of Academic Intervention Services (AIS)	<b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<b>ELA: Reading:</b> AIS – During the school day and extended day	Small group <b>Reading</b> instruction is provided to all students in grades K-5. The workshop model provides flexibility for students reading below grade level. Students are provided an additional period of reading per week. Teachers maintain individual conference notebooks to document students’ strengths and weaknesses, which help to provide individualized instruction. Support staff provides small group reading instruction.
<b>ELA: Soar to Success</b> During the school day	<b>Soar to Success</b> is a reading intervention program designed to accelerate students’ reading ability in grades 3, 4 and 5. The program helps students learn to apply and use the comprehension and decoding strategies through literature. Soar to Success is provided within a small group setting.
<b>ELA: Early Success</b> During the school day	<b>Early Success</b> targets students in grades 1 and 2. A teacher works with a group of 5 to 7 lowest achieving readers for 20 to 30 minutes. The program emphasizes phonemic awareness, understanding of alphabetic principles, application of phonics skills and comprehension.
<b>ELA: Reading Recovery</b> During the school day	<b>Reading Recovery</b> provides early intervention to assist children in the first grade who are having difficulty learning to read and write. Daily lessons consist of a variety of reading and writing experiences that are designed to help children develop their own effective strategies for literacy acquisition. Reading Recovery is provided through one-on-one instruction to the lowest at risk first graders.
<b>ELA: Great Leaps</b> During the school day	<b>Great Leaps</b> uses proven instructional tactics with powerful motivators to remediate a variety of reading problems. Great Leaps is provided one on one in Grade 3.
<b>ELA: Pacific New Heights</b> During the school day	<b>Pacific New Heights</b> is designed to be used with students whose reading is below grade level. The program complements rather than replaces existing literacy programs. The students meet with the teacher for each new book but then practices with the book by using the accompanying audiotapes independently. Activity sheets allow students to further develop the skills they learned while reading.
<b>ELA: Wilson Language Training</b> During the school day	<b>Wilson Language Training</b> is a multi-sensory structured language program designed for students who are decoding and encoding considerably below their grade level. The Wilson Language Teachers provide services to at risk students in a small group setting in grades 3, 4 and 5.
<b>Mathematics:</b> During the school day and extended day	Small group <b>Math</b> instruction is provided to all students in grades K-5. The workshop model provided flexibility for students achieving below grade level in math. Students are provided with daily additional support. Teachers maintain math folders to document students’ strengths and weaknesses, which help to provide individualized instruction

<p><b>Mathematics: Math Steps</b>  <b>During the school day</b></p>	<p>Math Steps is a diagnostic and prescriptive computer software program designed to help students master operations with whole numbers, fractions, decimals, ratios and percents. The program includes a pre and post test, instruction, practice and record keeping.</p>
<p><b>Mathematics: Silver Burdett Math Program</b>  <b>During extended day</b></p>	<p>AIS services were provided using the Silver Burdett Math Program to students who needed additional support in mathematics. These services were provided in a small group setting.</p>
<p><b>Kaplan Test Preparation (Reading and Math)</b>  <b>During the school day and extended day</b></p>	<p>Kaplan Test Preparation was provided to all students in Grades 3, 4, and 5 in small group settings to prepare for the Statewide tests.</p>
<p><b>Science:</b>  <b>During the school day and extended day</b></p>	<p>The Science teacher targets all students in grades 4 and 5 with an additional period to grade 4 classes. She provides additional classroom support through the FOSS Kits. She also provides hands-on learning experiences to enhance the science curriculum. Test Preparation is also given in a small group setting for students needing additional assistance. AIS is also given to support Grade 5 students who did not meet the State Standard in Science.</p>
<p><b>Social Studies:</b>  <b>During the school day and extended day</b></p>	<p>AIS services in Social Studies target Grade 4 and 5 students. Classroom teachers integrate content area curricula into their literacy block to provide additional instruction and support. Students receive test preparation including review of content and writing skills.</p>
<p><b>At-risk Services Provided by the Guidance Counselor:</b>  <b>During the school day</b></p>	<p>Our Guidance Counselor services at risk children through counseling and peer mediation either in small groups or one on one. The guidance counselor also services mandated cases. Specific children are met with routinely while others are met as needed, to improve their social and emotional needs. In Kindergarten and first grade the Guidance Counselor works with the students on the Caring Communities Program, in grades two and three she works with the Yellow Dyno Program and in grades four and five the Operation Respect Program is used. The guidance counselor also coordinates with outside agencies to meet with the students for workshops on improving behavior.</p>
<p><b>At-risk Health-related Services:</b>  <b>During the school day</b></p>	<p>The DOH Nurse provides sessions for students managing their asthma. The service is given to students whose asthma condition interferes with their educational growth. The classes are offered during the school day in a small group setting.</p>



## **II. Teacher Qualifications**

P.S. 134 has two English as a Second Language (ESL) teachers. Both teachers are fully certified. There are no Bilingual Teachers.

## **III. ELL Demographics**

The total number of students at P.S. 134 is four hundred twenty seven (427), with an ELL population of fifty nine (59). The resulting percentage of ELL is 13.8%. These students are serviced with a self-contained ESL Kindergarten class and a push-in/pull-out model for grades one through five in a freestanding ESL program.

A great majority of ELLs at P.S. 134, fifty four (54), have been in the program three years or less. Five students have been in the program for four to six years. Ten of the ELL students are also special education students. The total ELL population stands at fifty nine (59). There are no students with Interrupted Formal Education (SIFE).

## **IV. Parent Program Choice**

Upon registration of all new admits the certified ESL teacher has parents complete a Home Language Identification Survey. Parents are requested to check off the language/s that are spoken at home. This enables us to identify both the ELL services needed for students as well as the different languages in our school community. The ESL teacher meets with all parents of new admits who have been identified as in need of ESL instruction. She also determines if the parents are in need of translation and interpretation services. When parents visit the Main Office, the Parent Coordinator and the Pupil Accounting Secretary inform the school of any parent who may need further support communicating in English. If parents need translation in a language other than what the ESL teacher speaks we have staff members translate in the language of the parent.

1. To ensure that parents understand program choices, a letter of invitation is sent to the home of all entitled children. They are informed of dates and locations of orientation presentations by P.S. 134's ESL teachers, administration, and translators. All materials presented at these meetings are translated into languages appropriate for the parents in attendance. Additionally, a videotape produced by the New York City Department of Education is shown. This is followed by a question-and-answer period, in the parents' native language whenever possible. If parents do not attend the meetings we schedule an individual meeting with the parent. Entitlement letters are sent home to the parents by the certified ESL teacher. She also monitors the return of the form. If the forms are not returned the school makes phone calls to remind the parents. The certified ESL teacher stores the form.

2. Reviewing the Parent Surveys and Program Selection forms shows parents continue to overwhelmingly favor the freestanding ESL program. No one chose the TBE option or the Dual Language option. The certified ESL teacher collects and stores the Parent Surveys and Program Selection forms.

3. The freestanding ESL program at P.S. 134 is aligned with the informed choices of our parent constituency. The school is equipped to provide translation services in the native language of the parents to ensure the understanding of the parents. In the rare instance of a family's choice of a program not provided here, we give information on transfer to another school that provides their program choice. No parent has chosen to transfer their child to another school for the purpose of enrolling in another type of ESL program.

## **V. Assessment Analysis**

### **PART A:**

The following is a discussion of ELLs by grade and proficiency level:

In Kindergarten, the self-contained ESL class has eleven ELLs. None of them are at the Advanced level, ten are classified as Beginners and one child is at the Intermediate Level. The first grade ELL total is thirteen, with three Advanced, two Intermediate and eight Beginning. Second grade has ten ELLs. Among them, three are four Advanced, three are at the Intermediate level, and three are Beginning. In the third grade, we have ten ELLs, two of whom are Advanced, three are at the Intermediate level and five at the Beginning level. Fourth grade has eleven ELLs. Four are at the Advanced level, four are classified Intermediate and three are Beginning. Fifth grade has four ELLs. Two are Advanced and two are Intermediate. In total, there are fifteen (15) Advanced ESL students, fifteen (15) Intermediate, and twenty-nine (29) Beginning.

1. Analysis of proficiency level data reveals that most students in the Beginning and Intermediate levels are newcomers to the program, and are also in Early Childhood grades. As students' school careers progress, they move toward the Advanced level.

2. Examining data on the four modalities, a generalization can be made that students' Listening and Speaking skills are superior to their Reading and Writing skills. Clearly, instruction must link audio-oral communication and print communication through book and literature responses, Shared Reading sessions, Accountable Talk, listening center activities, and peer and teacher conferences. Content area reading and writing are supported by extensive Leveled Libraries, encouraging context-rich vocabulary and critical thinking skills.

### **PART B:**

1. This year, one of our content area choices for assessment data is English Language Arts. In grade 3 two children scored at Level I, one scored at Level II, six scored at Level III and no child scored at Level IV. No fourth graders scored at Level I or Level II, three scored at Level III and no child scored at level IV. One fifth grader scored at Level I, two scored at Level II, one scored at Level III and no child scored at Level IV.

New York State Mathematics data supports this, as well. In grade three no child scored a Level I or Level II, five children scored a Level III and five children scored at Level IV. No fourth grader scored at Level I, one scored at Level II, three scored at Level III and one scored at Level IV. One fifth grader tested at Level I, no fifth grader scored at Level II, three scored at Level III and none scored at Level IV.

### **The following is a discussion of TC ECLAS Variation data:**

Fifteen entering Kindergarteners were administered the test. Six students scored at Level I, five scored at Level II and four students received no score. Out of the seven first graders tested five scored a Level I and two scored a Level II. In second grade all seven students scored at Level I. In third grade eight students scored at Level I and one student scored at Level II. In fourth grade three students scored at Level I and two students scored at Level III. In fifth grade all three students scored at Level I.

TC ECLAS Variation results reveal entering Kindergarten students' inexperience with school and formal assessments. However, as students' language acquisition progresses, their test performance improves, as evidenced by the increasing range and performance levels in grades two and three.

In the freestanding ESL program, all instruction takes place in English. No student at P.S. 134 is administered a test in a language other than English.

2. ELL Interim Assessments are analyzed by teachers and school leadership to inform instruction and identify students' specific areas of need.

3. Test preparation activities help provide clear expectations for the students regarding the standards and performance needed for achievement. Ongoing informal assessments such as Interim Assessments, student folders, and performance tasks are implemented to further evaluate students' progress. In the freestanding ESL program, all instruction takes place in English.

## **VI. Planning for ELLs**

1. In instances of Students with Interrupted Formal Education (SIFE), the students receive intensive academic intervention services based on formal and informal assessments of academic and social needs. Grade- and age-appropriate lessons and activities are provided in small-group and whole-classroom settings. Guidance counselors assist the children in their transition and integration into mainstream classrooms.

2. Newcomers at P.S. 134 are grouped by language proficiency and by grade level. Emphasis for these students is on acculturation, basic vocabulary, verbal communication, and literacy. They are also offered services during extended day and Title III programs.

3. For long-term ELLs, academics and content-area studies are emphasized. They attend test sophistication instruction in a small-group setting. Additionally, they are invited to extended day and Title III programs.

4. At P.S. 134, we find that students with special needs remain in the ESL program longer than their peers who do not receive additional services. Their monolingual classrooms have a dedicated Special Education Teacher for continuous support throughout their school day. The Guidance Counselor tracks and meets regularly with these students to monitor progress.

5. Students who reach the proficiency level on the NYSESLAT continue to receive informal support from their ESL Teachers, who maintain a close relationship with and keen interest in these students and their progress. Proficiency on the NYSESLAT does not negate academic struggles for these students. Reading Teachers and other service providers service them in small-group push-in and pull-out settings. Extended day programs are open to these students, as well.

6. CR Part 154 compliance is assured by providing three hundred sixty (360) minutes per week of ESL instruction to students at the Beginning and Intermediate levels. Advanced students receive one hundred eighty (180) minutes of ESL instruction and one hundred eighty (180) minutes of ELA instruction. ESL Teachers explicitly schedule the time for ESL instruction. ELA instruction takes place in the students' classrooms.

7. Kindergarten ELLs at P.S. 134 receive ESL instruction in their self-contained classroom. Students at every grade level are instructed using the workshop model and balanced literacy curriculum. Instructional modifications are made to address the needs of individual students' needs and strengths, as well as their ELL status.

8. ELA instruction takes place in the students' classrooms, with much more time allotted than is mandated by CR Part 154 instructional unit requirements. Students at every grade level are instructed using the workshop model and balanced literacy curriculum. Instructional modifications are made to address the needs of individual students' needs and strengths, as well as their ELL status.

9. Not applicable.

10. In grades one through five, the ESL teacher pulls out small groups on a daily basis, and pushes in where feasible, according to the explicit schedule that assures compliance with CR Part 154 instructional unit requirements.

## **VII. Resources and support**

1. All classrooms, including those of the ESL Teachers, have extensive Leveled Libraries reflecting the ability levels, needs, interests, and cultures of all students. All students have access to standards-based instructional materials in all content areas, such as social studies, science, and the arts. ESL Teachers use multiple approaches and a variety of materials, including visual aids and audio materials, that are aligned with New York State and New York City requirements. Students utilize computers and online resources for research and compilation of information.

2. Through professional development, teachers continually learn about language development, literacy and content instruction, effective ESL strategies, and New York State ESL Learning Standards. Teachers also attend off-site workshops and seminars related to ESL, incorporating the field's latest research and most effective practices. Paraprofessionals attend professional development provided in house, by the network, and the Department of Education. Both the secretaries and the Parent Coordinator attend workshops provided by the district, the network, and ISC.

3. The Guidance Counselor works with the ESL teachers to support ELLs as they transition to middle school.

4. As students transition from one grade to the next, the new classroom teacher meets with the ESL teacher and the former teacher to discuss the strengths and needs of the students.

## **VIII. Program Description**

In order to assure that our English Language Learners receive a high quality education that enables them to meet State and City standards, we have formulated a Language Acquisition Policy (LAP) for our ESL program. Our policy is a school originated document that reflects regional /city goals. Our policy was developed to comply with Part 154 of the Commissioner's Regulations and follows the guidelines regarding program model, staff and curriculum. The LAP Team includes representatives from all stakeholders in the school. The policy will be articulated with all the stakeholders during the next school year. In addition, our policy was formulated by reviewing the trends in parent requests and the data available.

In developing our policy we took into consideration:

- Differing languages of the students
- Various Cultures
- Economic backgrounds
- Amount of time spent in English-speaking school system
- Abilities of the students

Our policy was also formulated taking into account the Chancellor's 7 ELL Recommendations and the 8 LAP Principles. Our program and curriculum are designed for the language development of ELL students as they acquire academic proficiency in English in order to meet the rigorous ELA and ELL standards.

PS 134 offers a free standing ESL program. There is one ESL self-contained Kindergarten class. Other eligible students from grades 1 to 5 are placed in a push in / pull out program model. At PS 134 all Advanced level ELLs receive 180 minutes of ESL service. The additional 180 minutes of ELA instruction are provided in the classroom. Beginning and Intermediate level ELLs receive 360 minutes of ESL instruction by the ESL teachers.

The Kindergarten ELLs receive daily ESL instruction in the self-contained classroom. The self-contained ESL class receives instruction using the workshop models in balanced literacy and in mathematics. Methodologies and strategies in the balanced literacy block and in mathematics workshops are modified to suit the needs of the ELL population.

At PS 134 we believe that to improve children's literacy proficiency, students should be read to frequently. This activity develops the child's listening comprehension, affords an opportunity for overall language acquisition, provides exposure to books beyond the child's skill and level and allows for easy integration of literature into any subject area. It also provides linguistic, academic, and affective support to our ELLs.

Children have to talk as well as listen in structured and supportive ways. Most children pick up enough oral language to converse informally in English with the classmates in a casual setting, but most English Language Learners lag behind classmates in the language skills necessary for success. Students must talk about what they read. Therefore, students are engaged in listening and speaking activities in the form of responding to literature, Shared Reading sessions, accountable talk, listening center activities and peer and teacher conferences.

In both models, our teachers use the Balanced Literacy approach to teaching which is aligned with the Chancellor's uniformed curriculum. The activities for literacy include: independent reading, shared reading, guided reading, writing, independent activities (centers) and read aloud. The literacy skills also include word study (vocabulary building that will enhance language acquisition) and accountable talk. All four modalities of language – listening, speaking, reading, and writing – are incorporated in ESL lessons. There is a focus on helping the English Language Learners to develop high-order thinking skills. The students are also exposed to content areas such as science and social studies from the ESL teachers. The teachers use a workshop model and embed language acquisition in the learning of content.

Teachers use the Teachers College Reading and Writing Program for ELA. The ELL students are seen in small groups in the classroom in order to support learning. The ESL teachers follow this program in both the push in and pull out model.

Teachers use the Everyday Mathematics Program. The ELL students are seen in small groups in the classroom to support their learning. The workshop model is also used in science and social studies. The students are seen in small group settings. Instruction in the content area is supported by students reading content based texts at their instructional level.

The ELL students also receive support services from the ESL teacher during Extended Day.

Another goal of our program is to help children learn to read and write English as quickly as possible, developing the necessary reading, comprehension and making meaning skills. Reading is a complex task that requires the students to master decoding and understanding of what the text says. Developing the vocabulary and comprehension skills needed to understand the meaning of texts is much harder and takes longer than recognizing the words. In addition, ELL students need to develop the ability to read critically and write including in the content areas to develop higher academic achievement. ELLs need to develop a rich vocabulary especially the vocabulary of content subjects. Words must be learned and used in context. Students are exposed to a variety of texts and writing tasks. We plan to focus on more non-fiction material so that the students are able to meet the standards of the content areas.

The goals of the ESL program are as follows:

- Provide academic subject area instruction in English using ESL methodology and instructional strategies.
- Incorporate ESL strategic instruction.
- Assist ELLs to achieve the state-designated level of English proficiency for their grade.
- Help ELLs meet or exceed N Y State and City standards.

The materials for balanced literacy instruction include extensive leveled libraries. In addition, materials integrate content areas such as social studies, science, and arts. Selections of materials carefully consider the academic needs of ELLs and their cultural background. Lessons are usually supported by visual aids and audio materials. SMARTboards and computers are used in the classrooms and the Technology room to enhance the development of vocabulary and concepts. Computer software programs provide additional support to ELLs.

The ESL teachers use both the Department of Education's content area curriculum materials as well as supplemental materials that are on the level of the students that support based content area learning.

Instructional support is provided mainly in English however, if needed, staff members translate into the student's native language. We also use dictionaries and technology support in students' native languages.

Parents are invited to the school for various reasons. They attend parent/teacher conferences, parent workshops, school events and celebrations. Information sent home is translated into various languages and when necessary a staff member translates at school events. We provide bus service for parents to use as transportation to parent/teacher conferences.

### ***LAP Principle 1: A Coherent Language Allocation Policy***

PS 134 has developed a coherent Language Allocation (LAP) which supports the CR Part 154 regulations. All stakeholders were represented in discussing and formulating this policy. The implementation of the plan was discussed in the CEP. The program model of a freestanding English as a Second Language program is consistent with parent requests. The plan addresses the need to share the policy with parents and staff as well as providing Professional Development to the staff on the needs of ELLs and ESL strategies. Classroom materials and schoolwide activities are related to the cultures and diverse backgrounds of our students.

### ***LAP Principle 2: Academic Rigor***

Our ELL students participate in rigorous ESL instructional program to ensure that they acquire proficiency in English. ELLs are actively engaged in a standards-based academic curriculum aligned with both the ESL and ELA standards. The curriculum is also aligned with the Chancellor's uniformed curriculum in literacy. ELLs also receive high quality literacy instruction in the monolingual classroom.

Our students demonstrate academic rigor by:

- Making connections to texts, learning experiences and prior knowledge
- Using academic discourse and language in discussion, group work, conferences and written presentations.
- Comprehending various types of text
- Revising work based on new learning

The challenging content and appropriate ESL instructional strategies used by the ESL teachers prepare ELL students to think critically, solve programs and develop proficiency in English. Students are grouped by their proficiency levels according to the LAB-R and NYSESLAT scores. Students work in small groups on various tasks to produce and develop verbal and written language. Students have access to the computers in the ESL classroom to do research, engage in the writing process and work on projects.

### ***LAP Principle 3: Use of Two Languages***

Since we provide instruction using the free standing ESL model, instruction is only in English. Students' individual work and collaborative work is displayed on the bulletin boards and on experience charts and in various forms all over the classroom. The rooms are print rich and contain classroom libraries reflecting the needs and interest of all students.

**LAP Principle 4: Explicit English as a Second Language (ESL), English Language Arts (ELA) and Native Language Arts (NLA) Instruction**

Language instruction is aligned to ESL standards. Teachers will scaffold academic language to support students' learning at all levels. Language is taught within a meaningful context. The instructional program is aligned with the ELA standards for NYC and NYS. Since we provide services using the free standing ESL model, instruction is not in the Native Language.

***LAP Principle 5: Literacy Instruction in Transitional Bilingual Education/Dual Language Programs***

We provide services in a free standing ESL program, and not in Transitional Bilingual Education/Dual Language Programs. However, high quality literacy instruction is provided in both the ESL classes and the monolingual classrooms. The balanced literacy model of instruction that we incorporate aligned with the Chancellor's uniformed curriculum reflects scientifically based research and is standards-based. All classrooms (including those of the ESL teachers) have extensive libraries reflecting the ability (levels), needs, interests and backgrounds of all students. All students have access to standards-based instructional materials in all content areas. ESL teachers use multiple approaches and a variety of materials that are aligned with the State and City requirements. TPR, CALLA, Natural Approaches, Language Experience Approach and Balanced Literacy approach are incorporated in teaching reading and content area subjects.

Students receive the mandated minutes of instruction in ESL and ELA according to their levels of English proficiency. Literacy instruction to ELLs is consistent with the instructional goals and objectives of the individual program designs and the ESL standards.

***LAP Principle 6: Content Area Instruction***

We provide services in a free standing ESL program, and not in Transitional Bilingual Education/Dual Language Programs. Therefore, all instruction is in English. However, ELL students have access to high quality content area instruction that is aligned with the NYC and NYS standards for each subject. Content instruction teachers develop language and cognitive skills through content topics and themes using appropriate materials. Through professional development they learn ESL methodology and strategies to support all proficiency levels of ESL students, and to provide them with the opportunity to meet the content standards as measured by the various related assessments. The teachers provide challenging content, and well-developed learning strategies to prepare ELLs to think critically, solve problems and communicate in the language of instruction. ELL students are actively engaged in standards-based academic curriculum with their monolingual counterparts in the regular classroom setting.

***LAP Principle 7: Assessment in Two Languages***

We provide services in a free standing ESL program, and not in Transitional Bilingual Education/Dual Language Programs. Therefore, all assessment is in English. However, using formal and informal measures, we use data to drive instruction. Data is analyzed each year from formal assessments such as NYSESLAT and NYC and NYS assessments in Mathematics, Social Studies and Science in order to measure progress and make instructional decisions to meet the needs of the ELL students. Test preparation activities help provide clear expectations for students regarding the standards and performance needed for achievement. On- going informal assessments such as Interim Assessments, student folders and performance tasks are implemented to evaluate students' progress.

### ***LAP Principle 8: High Quality Teachers of ELLs***

At PS 134, we have two ESL teachers. Both teachers are licensed in ESL. Both language and content lesson aims are established when appropriate. Through professional development, teachers continually learn about language development, literacy and content instruction, and effective ESL practices. Teachers also attend off-site workshops and seminars related to ELLs to learn about the latest research and effective practices in the field of ESL education. ESL instruction often incorporates the latest research such as using scaffolding strategies described in Walqui's model.

Instruction is planned and purposeful, and designed to meet the proficiency levels of the ELLs. Teachers can articulate the English language level for each student in their classroom. Ongoing assessments guide teachers to either increase the level of difficulty or provide more time to students who may need it.

To acquire proficiency in English, quality, challenging, and focused instruction is provided to ELLs. Language learning for social and academic settings is also provided through meaningful and purposeful interactions. The instruction is standards based, and built on the academic, language, and cultural experiences so the ELLs will successfully meet the standards, become proficient in English and pass the NYSESLAT.

**OFFICE OF ENGLISH LANGUAGE LEARNERS**  
**GRADES K–8 LANGUAGE ALLOCATION POLICY**  
**WORKSHEET**

DIRECTIONS: This worksheet is an integral part of assisting school staff with creating and writing a school-based language allocation policy (LAP), which must be written in narrative form. Creating a school-based LAP now incorporates information required for CR Part 154 funding so that a separate submission is no longer required. This worksheet is a required appendix of the LAP, and is meant to assist LAP developers with compiling and analyzing the data necessary for planning quality ELL programs. Upon completion of the LAP, LAP team members should sign and certify that the information provided in the worksheet and plan is accurate. Agendas and minutes of LAP meetings should be kept readily available on file in the school. LAP developers are strongly encouraged to use and attach reports from available systems (e.g., ATS, ARIS) for the information requested in this worksheet.

## Part I: School ELL Profile

### A. Language Allocation Policy Team Composition

SSO/District <b>ESO 22/22</b>	School <b>PS 134</b>
Principal <b>Debra Ramsaran</b>	Assistant Principal <b>Rosemarie Fiorillo</b>
Coach <b>Danielle Valk</b>	Coach <b>Jule Marino</b>
ESL Teacher <b>Naheed Chaudhry</b>	Guidance Counselor <b>Diane Washington</b>
Teacher/Subject Area <b>Karen Ander/Reading Teacher</b>	Parent <b>Maryellen Walsh/Reading Teache</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>Betty Lopez</b>
Related Service Provider <b>Susan Weber</b>	SAF <b>Ann Marie Lettieri–Baker</b>
Network Leader <b>Neil Opromalla</b>	Other <b>type here</b>

### B. Teacher Qualifications

Please provide a report of all staff members' certifications referred to in this section

Number of Certified ESL Teachers	<b>2</b>	Number of Certified Bilingual Teachers		Number of Certified NLA/FL Teachers	
Number of Content Area Teachers with Bilingual Extensions		Number of Special Ed. Teachers with Bilingual Extensions		Number of Teachers of ELLs without ESL/Bilingual Certification	

### C. School Demographics

Total Number of Students in School	<b>427</b>	Total Number of ELLs	<b>59</b>	ELLs as Share of Total Student Population (%)	<b>13.82%</b>
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## Part II: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

- Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
- What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.



Number of ELLs in a TBE program who are in alternate placement: \_\_\_\_\_

### 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	TOTAL
Spanish										0
Chinese										0
Russian										0
Bengali										0
Urdu										0
Arabic										0
Haitian Creole										0
French										0
Korean										0
Punjabi										0
Polish										0
Albanian										0
Yiddish										0
Other										0
<b>TOTAL</b>	<b>0</b>									

Dual Language (ELLs/EPs)																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian Creole																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	<b>0</b>																			

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both \_\_\_\_\_

Number of third language speakers: \_\_\_\_\_

languages): ____	
Ethnic breakdown of EPs (Number)	
African-American: ____	Asian: ____
Hispanic/Latino: ____	
Native American: ____	White (Non-Hispanic/Latino): ____
Other: ____	

Freestanding English as a Second Language										
Number of ELLs by Grade in Each Language Group										
	K	1	2	3	4	5	6	7	8	TOTAL
Spanish	3	4	3	3	3	1				17
Chinese		1								1
Russian	3	3		2	2	1				11
Bengali			1	1	2					4
Urdu	2	2	2		2					8
Arabic		1	1	1	1					4
Haitian Creole		1	3			1				5
French										0
Korean										0
Punjabi										0
Polish	1									1
Albanian										0
Other	2	1		3	1	1				8

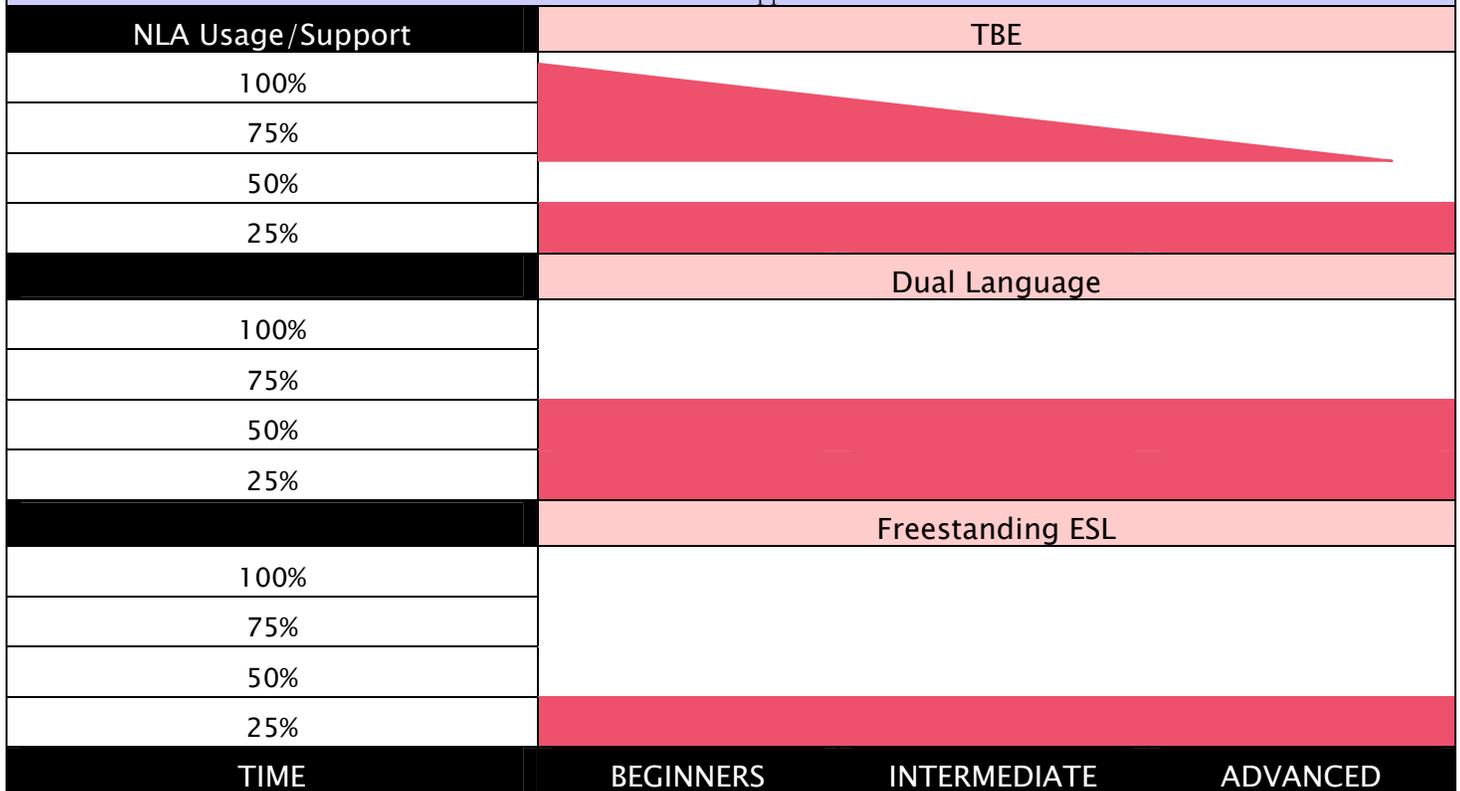
Programming and Scheduling Information										
<ol style="list-style-type: none"> <li>1. How is instruction delivered?               <ol style="list-style-type: none"> <li>a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)? If pull-out, specify the length of time, group, and plans for moving these students into a push-in model.</li> <li>b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?</li> </ol> </li> <li>2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?               <ol style="list-style-type: none"> <li>a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?</li> </ol> </li> <li>3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.</li> <li>4. How do you differentiate instruction for ELL subgroups?               <ol style="list-style-type: none"> <li>a. Describe your instructional plan for SIFE.</li> <li>b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.</li> <li>c. Describe your plan for ELLs receiving service 4 to 6 years.</li> <li>d. Describe your plan for Long-Term ELLs (completed 6 years).</li> <li>e. Describe your plan for ELLs identified as having special needs.</li> </ol> </li> </ol>										
<b>TOTAL</b>	<b>11</b>	<b>13</b>	<b>10</b>	<b>10</b>	<b>11</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>59</b>

**NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8**

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
<b>FOR ALL PROGRAM MODELS</b>			
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS</b>			
Native Language Arts	90 minutes per day	90 minutes per day	45 minutes per day

**Native Language Arts and Native Language Support**

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



## Programming and Scheduling Information--Continued

5. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year

## Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

## Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff, other than those who hold ESL and bilingual licenses, as per Jose P.

## Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

# Part IV: Assessment Analysis

## A. Assessment Analysis

Enter the number of ELLs for each test, category, and modality. If there is a test your school uses that is not listed below, attach your analysis of the results to this worksheet.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)										
	K	1	2	3	4	5	6	7	8	TOTAL
Beginner(B)	10	8	3	5	3					29
Intermediate(I)	1	2	3	3	4	2				15
Advanced (A)		3	4	2	4	2				15
Total Tested	11	13	10	10	11	4	0	0	0	59



4			2		1		2		5
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4			1		1		1		3
8									0
NYSAA Bilingual Spe Ed									0

ECLAS-2							
	Level I	Level II	Level III	Level IV	Level V	Level VI	
K							
1							
2							
3							

EL SOL						
	Level I	Level II	Level III	Level IV	Level V	Level VI
K						
1						
2						
3						

NATIVE LANGUAGE READING TESTS		
	Percent of ELLs Passing Test (based on number of ELLs tested)	(For Dual Language) Percent of EPs Passing Test (based on number of EPs tested)
ELE (Spanish Reading Test)	%	%
Chinese Reading Test	%	%

**B. After reviewing and analyzing the assessment data, answer the following**

1. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

2. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
3. For each program, answer the following:
  - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
4. For dual language programs, answer the following:
  - a. How are the English Proficient students (EPs) assessed in the second (target) language?
  - b. What is the level of language proficiency in the second (target) language for EPs?
  - c. How are EPs performing on State and City Assessments?
5. Describe how you evaluate the success of your programs for ELLs.

## Part V: LAP Team Assurances

**Completing the LAP:** Attach this worksheet to the LAP narrative as an appendix and have it reviewed and signed by required staff. Please include all members of the LAP team. Signatures certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Rosemarie Fiorillo	Assistant Principal		
Betty Lopez	Parent Coordinator		
Naheed Chaudhry	ESL Teacher		
	Parent		
Karen Ander/Reading	Teacher/Subject Area		
Maryellen Walsh/Reading	Teacher/Subject Area		
Danielle Valk	Coach		
Jule Marino	Coach		
Diane Washington	Guidance Counselor		
Ann Marie Lettieri-Baker	School Achievement Facilitator		
Neil Opromalla	Network Leader		
Susan Weber	Other		
	Other		

Signatures			
School Principal		Date	
Community Superintendent		Date	
Reviewed by ELL Compliance and Performance Specialist		Date	

Filename: 22K134 LAP K-8 Worksheet 2009-10\_ Final.doc  
Directory: G:\CM-DIGI\2010\03\_Mar\_10\030510\CEP  
Batch15\Process\CEP\_K134  
Template: C:\Documents and Settings\partha\Application  
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Title: OFFICE OF ENGLISH LANGUAGE LEARNERS  
Subject:  
Author: rbellis  
Keywords:  
Comments:  
Creation Date: 12/22/2009 1:32:00 PM  
Change Number: 2  
Last Saved On: 12/22/2009 1:32:00 PM  
Last Saved By: NYCDOE  
Total Editing Time: 1 Minute  
Last Printed On: 3/8/2010 1:13:00 PM  
As of Last Complete Printing  
Number of Pages: 10  
Number of Words: 5,851 (approx.)  
Number of Characters: 33,354 (approx.)

**Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2009-2010**

**Form TIII – A (1)(a)**

**Grade Level(s)** K-5      **Number of Students to be Served:** 60    **LEP** 60    **Non-LEP**

**Number of Teachers** 2      **Other Staff (Specify)** Per Diem Teacher

**School Building Instructional Program/Professional Development Overview**

**Title III, Part A LEP Program**

**Language Instruction Program** – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

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The Title III program at PS 134 will supplement the day curriculum in Grades K -5 for all levels of ESL learners: Beginner, Intermediate and Advanced. One goal of the program is to support the students in acquiring the necessary skills to excel on the NYSESLAT. By exposing the students to the format of the test and test taking skills will help them to feel confident and thereby do the best they can on the exam. Additional materials will also be purchased to supplement the classroom instruction by providing the Title III teacher with grade appropriate content area materials. These materials will help support not only the learning in the content areas but also the students' reading, writing, listening and speaking skills. The sources of data used to determine the program are the students' independent reading levels as measured by TC Assessment Pro, Guided Reading levels, writing pieces, and content area assessments such as class quizzes and unit assessments. The results show that these students need to develop not only reading skills but also content area knowledge, vocabulary and language structure. The target population will be students in grades Kindergarten to Grade 5. The projected number of students to be serviced is: 11 Kindergarten, 14 First Grade, 10 Second Grade, 10 Third Grade, 11 Fourth Grade and 4 Fifth Grade. The targeted population will be served in a push-in model (see attached schedule for the frequency, dates and times of program). In the supplemental programs the language of instruction will be English only. The programs to be used are:

**Per Diem Teacher:** Two Per Diem certified ESL teachers will be hired if available to supplement the mandated services provided by the ESL teachers. She will work with the Kindergarten students at the beginning of the school year to ease their transition into the school. She will work with small groups to help develop language, listening, reading, writing, and speaking skills by giving them additional time for these services. She will

also work with students in grades 1-5 to help prepare them for the NYSESLAT test. This will also be a supplemental service where she focuses on the specific needs of the students in a small group setting. Both teachers are highly qualified common branch teachers.

**Attanasio NYSESLAT Materials:** these materials help prepare the students for the NYSESLAT and to supplement the instruction received in class. The materials develop listening, reading, writing, and speaking skills and provide data on the needs and strengths of the students. It also develops the students' test taking skills for maximum performance on the NYSESLAT.

**Getting Ready for the NYSESLAT and Beyond:** these materials help prepare the students for the NYSESLAT and to supplement the instruction received in class. The materials develop listening, reading, writing, and speaking skills and provide data on the needs and strengths of the students. It also develops the students' test taking skills for maximum performance on the NYSESLAT.

**Benchmark Education Leveled Text:** These materials are made for English Language Learners with specific supports for language acquisition, listening acquisition and content acquisition in the areas of mathematics, science and social studies.

**Professional Development Program** – Describe the school's professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

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The Per Diem ESL teacher will be included in all professional development that is given to the other ESL teachers and the technology teacher will provide professional development on using the computer based programs to the certified ESL teacher. Professional Development will be provided at the beginning of the year. There will be evaluations of all programs during the year as well as at the end of the school year. This will be achieved through observations, surveys and student work. Parent involvement will also be included during the sessions and celebrations

**Form TIII – A (1)(b)**

**School: PS 134K**

**BEDS Code: 332200010134**

**Title III LEP Program**

**School Building Budget Summary**

<b>Allocation Amount:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>
<b>Professional salaries (schools must account for fringe benefits)</b> - Per session - Per diem	\$10,000.00	To provide supplemental services to students in Kindergarten to help them acclimatize to their new environment. To provide supplemental services in grades K-5 NYSESLAT testing, literacy and reading in content areas. To provide 52 days for a Per Diem teacher.
<b>Purchased services</b> - High quality staff and curriculum development contracts.	0	
<b>Supplies and materials</b> - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	\$5,000.00	Get Ready for NYSESLAT by Attanasio NYSESLAT workbooks by Sussman Sales Leveled Texts by Benchmark Education
<b>Educational Software (Object Code 199)</b>	0	
<b>Travel</b>		
<b>Other</b>		
<b>TOTAL</b>	\$15,000.00	

Per Diem Teachers Schedule

Upper Grade Per Diem Teacher

Monday -

Time	Grade / Class	Subject Area
------	---------------	--------------

8:40 – 9:25	3-304	Reading Workshop
9:25 – 10:10	3-304	Guided Reading
10:10 – 10:25	4-208	Word Study
10:25 – 11:10	4-208	Writing Workshop
11:10 – 11:55	5-302	Math
12:10 – 12:55	Lunch	
1:10 – 1:55	Prep	
1:55 – 2:40	5-302	Social Studies
2:40 – 3:27	4-208	Extended Day

Wednesday

Time	Grade / Class	Subject Area
8:40 – 9:25	Prep	
9:25 – 10:10	4-208	Guided Reading
10:10 – 10:25	5-302	Word Study
10:25 – 11:10	5-302	Guided Reading
11:10 – 11:55	3-304	Writing
12:10 – 12:55	Lunch	
1:10 – 1:55	3-304	Math
1:55 – 2:40	4-208	Science
2:40 – 3:27	4-208	

Lower Grade Per Diem Teacher Schedule

Tuesday

Time	Grade	Subject Area
8:40 – 9:25	M9	Reading Workshop
9:25 – 10:10	M9	Guided Reading

10:10 – 10:25	KM1	Word Study
10:25 – 11:10	KM1	Guided Reading
11:10 – 11:55	Lunch	
12:10 – 12:55	2-103	Writing
1:10 – 1:55	Prep	
1:55 – 2:40	1M9	Social Studies
2:40 – 3:27	2-103	

Thursday

Time	Grade	Subject Area
8:40 – 9:25	2-103	Reading Workshop
9:25 – 10:10	1M9	Guided Reading
10:10 – 10:25	KM1	Word Study
10:25 – 11:10	KM1	Writing
11:10 – 11:55	Lunch	
12:10 – 12:55	KM1	Math
1:10 – 1:55	1M9	Science
1:55 – 2:40	Prep	
2:40 – 3:27	2-103	

Period	Time	MONDAY	TUESDAY	Wednesday	Thursday	FRIDAY
<b>1</b>	8:40-9:25	<b>G</b>	<b>E</b>	<b>A</b>	<b>D</b>	<b>E</b>

PS 134  
 Program Card 2009  
 Name: Naheed

Push-In

<b>2</b> <b>2A</b>	9:25-10:25	<b>C (60 Mints)</b>	<b>B (60 Mints)</b>	B (60 Mints)	<b>C (60 Mints.)</b>	B (60 Mints)
<b>3</b>	10:25-11:10	<b>Prep</b>	<b>Prep</b>	<i>E</i>	<b>Prep</b>	G
<b>4</b>	11:10-12:10	<b>F (60 mints)</b>	<b>F (60 mints)</b>	<b>LUNCH</b>	<b>F(60 mints)</b>	<b>LUNCH</b>
<b>5</b>	12:10-12:55	<b>LUNCH</b>	<b>LUNCH</b>	<b>C (60 mints)</b>	<b>LUNCH</b>	<b>Prep</b>
<b>6</b>	1:10-1:55	D	<i>D</i>	<b>G</b>	<b>G</b>	<b>A</b>
<b>7</b>	1:55-2:40	<b>A</b>	<b>A</b>	<b>Prep</b>	<b>E</b>	<b>D</b>

-2010  
 Chaudhry  
 Class: ESL

Group	Grade	Level	# of Ss	# of Periods
A	4&5	ALL	15	4
B	K&1	ALL	14	3 (60 mints)
C	2	ALL	10	3 (60 mints)
D	K&1	B&I	11	4
E	2&3	B&I	14	4
F	3	ALL	10	3 (60 mints)
G	4&5	B&I	9	4

### **APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

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

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

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

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

PS134's written translation and oral interpretation needs were determined using multiple criteria. Upon registration of all new admits the certified ESL teacher has parents complete a Home Language Identification Survey. Parents are requested to check off the language/s that are spoken at home. This enables us to identify both the ELL services needed for students as well as the different languages in our school community. The ESL teacher meets with all parents of new admits who have been identified as in need of ESL instruction. She also determines if the parents are in need of translation and interpretation services. When parents visit the Main Office, the Parent Coordinator and the Pupil Accounting Secretary inform the school of any parent who may need further support communicating in English. If parents need translation in a language other than what the ESL teacher speaks we have staff members translate in the language of the parents. Our Parent Coordinator meets and greets the parents at morning arrival and afternoon dismissal, as well as at school events, and keeps us informed of their concerns and needs. At the September Faculty Conference, teachers are asked to identify any parent who has difficulty communicating in English during parent / teacher conferences and share this information with the school. This process is ongoing and the needs of the families of students new to the school are monitored throughout the year. Our ESL teacher and the Parent Coordinator are instrumental in identifying the translation and interpretation needs of the parents.

How Assessments Are Conducted:

- Reviewed Home Language Survey
  - Parent Coordinator conducted outreach with parents and Parent Association
  - ESL Teacher reviewed language of students in the program
2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

Based on parents' responses, we identified nine different languages throughout our school: Spanish, Haitian Creole, Urdu, Bengali, Russian, Tibetan, Arabic, Tajek, Uzbek and Chinese. Spanish is the predominant non-English language spoken by the parents. Many of our parents who speak Spanish as well as Haitian Creole do require oral interpretation support when visiting the school as well as written translations of notices. Some parents of our ESL students do speak and read English and do not require translation or interpretation services. An analysis of our assessments indicated a need for providing written translations of DOE and school correspondences. Our

assessments also indicated that teachers need interpretation support at parent/teacher conferences especially when speaking with our Spanish-speaking parents.

These findings are shared with the school staff, the Parent Association and School Leadership Team members. The administration, the ESL teacher and the Parent Coordinator maintain a written copy of the information.

#### Major Findings

- There is a need to provide oral and written translations for parents in Spanish, which is the predominant non-English language.
- There is also a need to provide translations for parents in Haitian Creole, Urdu and Russian

### **Part B: Strategies and Activities**

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

At PS 134 we provided written translations for memos/letters, for important documents and for curriculum materials. This is important so that all parents have access to information about their children's education. In order to better meet the translation needs of all parents, the school compiled two lists:

- Data identifying the various written translation needs for parents of our ELL students by languages and grades
- Staff members capable of providing written translations in the various languages

An analysis of our assessments indicated a need for providing written translations especially for Spanish speaking parents. Our Parent Coordinator as well as other staff members are capable of writing in Spanish. In addition, we have staff members capable of providing written translations in several other identified languages spoken by the parents. Most written translations are conducted in house. Throughout the year we will assess this translation plan to determine whether new languages need to be addressed for new admits to the school.

#### Written Memos / Letters

- All letters disseminated by the DOE are sent home in the native language of the parents when available
- School memos are translated in the native language of the parents when possible. Priority is given to notices related to safety, curriculum, school calendar and school events. Almost all school memos are translated into Spanish. Translations are done and disseminated in a timely manner.

#### Important Documents

- All documents that are official in nature are disseminated to parents in the languages made available by the DOE. These include:

- Registration information
- ESL identification and participation information
- Special Education information
- Report Cards

#### Written Curriculum Materials

- Handouts and pamphlets for parent workshops and for dissemination at school meetings will be purchased
- Materials will be purchased in Spanish, Haitian Creole, Urdu and other identified languages of need (if feasible)
- Materials purchased in Spanish include: Study Skills Series (Parent Institute Company) and Understanding the No Child Left Behind Parent Handbook (Channing Bete Company)

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

At PS 134 we provided oral language assistance services for parents when they visit the main office, for parent / teacher conferences and at parent workshops. This is important so that all parents have access to information about their children's education. In order to better meet the translation needs of all parents, the school compiled two lists:

- Data identifying the various oral translation needs for parents of our ELL students by languages and grades
- Staff members capable of providing oral translations in the various languages

An analysis of our assessments indicated a need for providing oral interpretations especially for Spanish speaking parents. Our Parent Coordinator as well as other staff members are capable of speaking in Spanish. In addition, we have staff members capable of communicating orally in several other identified languages spoken by the parents. Parents visiting the school may bring their own interpreter / family member to translate for them. Selected staff members come in before school and remain after school to provide oral interpretation in person. In addition, these staff members provide oral interpretation via the phone.

#### Oral Interpretation – Main Office

- The Parent Coordinator is available at all times to translate for Spanish speaking parents when they visit or call the main office.
- Additional staff members are able to translate in other needed languages. A list is maintained in the main office and these staff members are contacted to provide oral translations when needed.
- Oral translations are provided for in-person visits and for phone contacts
- Oral translations are provided for registration in September

#### Parent / Teacher Conferences

- The Parent Coordinator is available at all times to translate for Spanish speaking parents when they meet with teachers.

- Individual teachers may request oral translation support when meeting with a parent who needs interpretation services. Various staff members are contacted to provide oral translations when needed.
- For Open School Parent / Teacher Conferences (afternoon and evening) the school provides Spanish speaking translation services for all classes requiring the support by employing various staff members to attend this event. Staff members include: parent coordinator, paraprofessional and school aides. Other language translations are available in Russian, Urdu, Chinese and Haitian Creole.

#### Parent Workshops / Meetings

- The Parent Coordinator is available at all times to translate for Spanish speaking parents at workshops conducted by the school. These meetings include: parenting workshops, Family Math, Family Science, Family Art and required DOE information meetings.
- The Parent Coordinator attends Parent Association meetings and provides oral translation in Spanish.
- Parent volunteers also translate at PA meetings and school workshops. Several PA Executive Board members speak languages other than English including Spanish and Haitian Creole.

#### Videos for Workshops

- Videos /DVDs for parent workshops will be purchased
- Materials will be purchased in Spanish, Haitian Creole, Urdu and other identified languages of need (if feasible)
- Videos purchased in Spanish include: Parenting and Motivating Parents.

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

The school will comply with the Chancellor's Regulation A-663 regarding translation and interpretation services in several ways. We will implement the policy defined in this regulation by our activities listed above. In addition, we will fulfill Section VII by disseminating this information to all members of the school community (staff and parents) and parent leaders (Parent Association Executive Board and School Leadership Team). Parents will receive written notification concerning their rights and the information will be posted.

**APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS**

*All Title I schools must complete this appendix.*

**Directions:**

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

**Part A: TITLE I ALLOCATIONS AND SET-ASIDES**

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2009-10:	\$538,144	\$30,685	\$568,829
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$5,381.44		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		\$306.85	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$26,907.20		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		\$1534.25	
6. Enter the anticipated 10% set-aside for Professional Development:	\$53,814		
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		\$3,068.50	

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year: 98.8%
9. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

## Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

### 1. School Parental Involvement Policy – Attach a copy of the school’s Parent Involvement Policy.

**Explanation:** In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school’s expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

#### P.S. 134 School Parental Involvement Policy 2009 -2010

P.S. 134 agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of all parents including Title I eligible students consistent with Section 1118-Parental Involvement of the Elementary and Secondary Education Act (ESEA). The programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- In carrying out the Title I, Part A parental involvement requirements to the extent practicable; the school will provide full opportunities for the participation of parents with limited English proficiency (LEP), and parents with disabilities. This will include providing information and school reports required under Section 111-State Plans of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A program(s) in decisions about how the Title I, Part A funds reserved for parental involvement is spent through The School Leadership Team.
- The school will carry out programs, activities and procedures in accordance with this definition of parental involvement:
  - Parental Involvement means the participation in regular, two way meaningful communication involving student academic learning and other school activities, including and ensuring –
    - That parents play an integral role in assisting their child’s learning.
    - That parents are encouraged to be actively involved in their child’s education at school.

- That parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child.
- The carrying out of other activities, such as those described in Section 1118-Parental Involvement of the ESEA.

P.S. 134 will take the following actions to involve parents in joint development of the Parental involvement plan under Section 1112- Local Educational Agency Plans of the ESEA

- Consultation with the Parents Association and School Leadership Team (SLT) who will represent and report back to Title I parents at meetings.

P.S. 134 will take the following actions to involve parents in the process of school review and improvement under Section 116 – Academic Assessment and Local Educational Agency and School Improvement of the ESEA.

- Dissemination school wide of the Annual School Report
- Analysis of Annual School Report at the SLT meeting to help develop the CEP.
- Dissemination school wide of Parent Needs Survey

P.S. 134 will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I, Part A program. The evaluation will include identifying ways to create greater participation by all parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.

- Meet with Parent Association Executive members quarterly to review specific activities and parent attendance/participation
- Conduct annually a parent needs assessment survey and review feedback.
- Monthly School Leadership Team meetings.

P.S. 134 will build the parents’ capacity for strong parental involvement, in order to ensure effective involvement of parents and to improve student academic achievement, through the following activities specifically described below:

The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in the paragraph—

- The State’s academic content standards.
- The State and City’s student academic achievement standards.
- The State and local academic assessments including alternate assessments.
- The requirements of Title I, Part A.

- How to monitor their child's progress, and
  - How to work with educators.
- Parent Handouts
  - Annual School Report
  - Workshops on curriculum and assessment
  - Dissemination of curriculum materials (when available in translation)
  - Provide written and oral translations when possible.
  - Parent Teacher conferences
  - Individual student reports, assessment data and report cards.

The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:

- Workshops by teachers and guidance counselors on instruction
- Family Math
- Family Science
- Handouts, pamphlets, books etc (translated wherever possible)

The school will take the following actions to ensure that information related to the school and parent- programs, meetings and other activities, is sent to all parents including those of Title I participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:

- Send notices home to the parents (translations whenever possible)
- Required parent response to ensure receipt
- Follow-up contact by Parent Coordinator.
- Inform Parent Association to announce at meetings and include in the newsletter.
- Post on bulletin board outside of the school
- Provide transportation for Open School Parent/Teacher Conferences.

Other Activities Include:

- The school reaches out to parents via open school conferences held both in the afternoon and evening, periodic report cards, letters and phone calls to the home, parent handbooks and workshops.
- Outreach efforts are made to parents of LEP (ELL) pupils by assuring that correspondence to the home is translated to the native language
- Outreach efforts are made to the parents to Special Education pupils through regular communications by Service Providers and an annual review of their child's progress.

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title 1, Part A programs. This policy was adopted by PS 134 on May 2009 and will be in effect for the period of two years. The school will distribute this policy to all parents of participating Title 1, Part A children on or before October 2009.

**2. School-Parent Compact - Attach a copy of the school’s School-Parent Compact.**

**Explanation:** Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school’s written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State’s high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

**School – Parent Compact 2009-2010**

School Name: **P.S. 134**

PS 134 and the parents of the students participating in activities, services, and programs funded by Title 1, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State’s high standards. This school-parent compact is in effect during school year 2009-2010.

School Responsibilities	The Parent/Guardian Responsibilities
<p>P.S. 134 will:</p> <ul style="list-style-type: none"> <li>• Provide high quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State’s student academic achievement standards as follows               <ul style="list-style-type: none"> <li>➤ Implement the Chancellor’s Core Curriculum</li> <li>➤ Provide on-going Professional Development</li> </ul> </li> <li>• Hold parent-teacher conferences during which this Compact will be discussed as it relates to the individual child’s achievement.               <ul style="list-style-type: none"> <li>➤ Specifically, those conferences will be held in November (Day &amp; Evening) and March (Day &amp;</li> </ul> </li> </ul>	<p>We, as parents, will support our children’s learning in the following ways:</p> <ul style="list-style-type: none"> <li>▪ Supporting my child’s learning by making education a priority in our home by:               <ul style="list-style-type: none"> <li>➤ Making sure my child is on time and prepared everyday for school;</li> <li>➤ Monitoring attendance;</li> <li>➤ Talking to my child about his/her school activities;</li> <li>➤ Scheduling daily homework time;</li> <li>➤ Providing an environment conducive for study;</li> <li>➤ Making sure that homework is completed;</li> <li>➤ Monitoring the amount of television my children</li> </ul> </li> </ul>

Evening)

- Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:
  - Individual Student Standardized Test Reports
  - November Report Cards
  - March – Report Cards
  - End of Year Report Cards
  - Informal classroom assessments on an ongoing basis.
- Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:
  - Daily during teachers' prep periods by appointment at the school.
  - Open School Parent/Teacher Conferences (Biyearly)
  - Contact with Parent Coordinator
- Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities as follows:
  - Parents will be invited to participate in school events, trips, and writing celebrations throughout the year.
  - Classroom visits during Open School week
- Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing and timely way.
- Involve parents in the joint development of any school wide program plan in an organized, ongoing and timely way through the Parent Association and SLT.
- Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as morning or evening, so that as many parents as possible can attend. The school

watch and play video games

- Participating, as appropriate, in decisions relating to my child's education
- Participating in school activities on a regular basis.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the district either received by my child or by mail and responding, as appropriate.
- Reading together with my child every day.
- Providing my child with a library card.
- Communicating positive values and character traits, such as respect, hard work and responsibility.
- Respecting the cultural differences of others.
- Helping my child accept consequences of negative behavior.
- Being aware of and following the rules and regulations of the school and Citywide Standards of Discipline and Intervention Measures.
- Supporting the school's discipline policy and the safety policy.
- Explain to children the importance of safety on the bus while riding to and from school and follow the school's bus safety rules that both students and parents sign.
- Express high expectations and offer praise and encouragement for achievement and positive behavior.
- To share the responsibility for improved student achievement.
- To communicate with his/her child's/children's teacher about their educational needs.
- To ask parents and parent groups to provide information to the school on the type of training or assistance they would like and/or need to help them be more effective in assisting their child/children in the educational process.

<p>will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.</p> <ul style="list-style-type: none"> <li>• Provide each parent an individual student report about the performance of their child on the State assessment in English language arts and mathematics.</li> <li>• Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title Final Regulations (67 Fed. Reg. 71710, December 2, 2002).</li> </ul>	
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**Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS**

**Directions:** Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

**See Part IV – Section A: Analysis of Student Achievement. Pages 10 through 48**

2. Schoolwide reform strategies that:
  - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
  - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
    - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
    - Help provide an enriched and accelerated curriculum.
    - Meet the educational needs of historically underserved populations.
    - Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
    - Are consistent with and are designed to implement State and local improvement, if any.

**See Part V: School Goals and Objectives. Pages 49 through 57**

3. Instruction by highly qualified staff.

P.S. 134 is currently staffed with 98.8% highly qualified and licensed teachers. All teachers are fully licensed. 78% of the teachers have been awarded a Master's degree and those who haven't are currently pursuing one. Still others have or are pursuing advanced degrees in a variety of areas such as administration. This creates a diversified staff with specialized skills

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

Teachers at P.S. 134 are provided with a great deal of professional support. Administration, as well as Math and Literacy Coaches, the Reading Recovery teacher and Reading teachers provide on site staff development to all teachers. New teachers are assigned mentors to provide coaching, instruction on best practices and are encouraged to attend workshops. Inter and intra visitations are encouraged to support professional development. During the school year the Administration and several teachers including the Reading Coach attended Teachers College on a monthly basis to be trained in the Lucy Calkins reading and writing program. They then turnkey the information they received to the other staff members. Teachers at P.S. 134 also receive onsite training from Staff Developers from Teachers College. All teachers attend a lab site and study group. The paraprofessionals also attend all Professional Development sessions at the school. All school personnel such as cluster teachers and ESL teachers attend all professional development sessions at the school in order to integrate cutting edge content and process skills into their subject area. These personnel also attend all professional development offered by the Region. Parents receive workshops at the school such as Testing, Family Math and Family Science.

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

The principal attends district and college job fairs to ensure the hiring of the best possible candidates. She also uses new initiatives such as the Open Market to select potential candidates to interview. The principal chooses candidates that will not only mesh with the climate and tone of the school, but will bring their own specialized skills to enhance the school's performance. We are in the process of building relationships with community-based organizations and colleges to develop a larger pool of qualified candidates. The school also provides all new teachers and second year teachers with a mentor teacher to assist with instructional and management routines. All newly hired teachers are invited to the school before the official opening to meet with the experienced teachers. At this meeting they review school policies, discuss instruction, receive professional materials, become familiar with non-instructional routines and discuss the class they would have for the school year.

6. Strategies to increase parental involvement through means such as family literacy services.

See Goals and Action Plan for Communication: Pages 54-55 and 71-72

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

We have built relationships with community-based organizations and local Universal Pre-K programs. The Guidance Counselor and the Parent Coordinator visit these centers to discuss the work we do at PS 134. These Pre-K schools also come to PS 134 (with the students) to visit the Kindergarten classrooms and interact with the students and the teachers. At the beginning of the school year the parents of the new Kindergarten classes are invited to meet with the teachers and discuss how everyone can work together to make the transition for these students as smooth as possible. All the Kindergarten teachers and the Parent Coordinator keep in contact with the parents on a regular basis to discuss the progress of the students. Since most of these students are bussed to the school, ensuring safety in this process is also of utmost concern. All parents are required to choose a bus stop when registering their child. Letters detailing the times of the buses arrivals and departures are provided to all parents and all students are given a bus tag with vital information in case of an emergency.

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

Assessment results that are reviewed by the school are: State and City test results (ELA, Math, Social Studies, Science and NYSESLAT), Interim Assessment, Predictive Assessments, Teachers College Reading Assessments, EPAL, and Everyday Math benchmark tests, unit tests and end of year results. The staff analyses the assessment results at professional development sessions for the whole school, at grade conferences, or at individual meetings with the Administration and/or Reading and Math Coaches. The results are analyzed for school wide trends, class trends and individual strengths and needs. Once this has been decided upon, a course of action is determined that would bring about improvement and it is put into effect in the classrooms. After a pre-determined period of time the meetings are again scheduled to ascertain if improvement has been made or a new plan has to be established

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

See Part II – School Profile - Academic Intervention Services – pages 5 through 6

See Appendix I – Academic Intervention Services – pages 76 through 78

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

PS 134 has an affiliation through the Metro Plus Health Plan with NYC Health and Hospital Corporation. Individuals from the corporation provide workshops for parents at the school concerning health services.

**Part D: TITLE I TARGETED ASSISTANCE SCHOOLS – N/A**

**Directions:** Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
  - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
  - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
  - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

## **APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT**

*This appendix must be completed by all Title I and Non-Title schools designated for NCLB/SED improvement, including Improvement – Year 1 and Year 2 schools, Corrective Action (CA) – Year 1 and Year 2 schools, Restructured schools, and SURR schools. Additional information on the revised school improvement categories under the State’s new Differentiated Accountability System will be released in late spring 2009.*

**NCLB/SED Status:** \_\_\_\_\_ **SURR<sup>1</sup> Phase/Group (If applicable):** \_\_\_\_\_

### **Part A: For All Schools Identified for Improvement**

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school’s NYCDOE webpage under “Statistics”), describe the school’s findings of the specific academic issues that caused the school to be identified.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

### **Part B: For Title I Schools Identified for Improvement**

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school’s strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school’s identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

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<sup>1</sup> School Under Registration Review (SURR)

**APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)**

*All SURR schools must complete this appendix.*

**SURR Area(s) of Identification:** \_\_\_\_\_

**SURR Group/Phase:** \_\_\_\_\_ **Year of Identification:** \_\_\_\_\_ **Deadline Year:** \_\_\_\_\_

**Part A: SURR Review Team Recommendations** – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

<b>Type of Review or Monitoring Visit</b> (Include agency & dates of visits)	<b>Review Team Categorized Recommendations</b> (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	<b>Actions the school has taken, or plans to take, to address review team recommendations</b>

**APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEM-WIDE IMPLICATIONS OF FINDINGS FROM  
AUDITS OF THE WRITTEN, TESTED, AND TAUGHT CURRICULUM IN ELA AND MATHEMATICS**

*All schools must complete this appendix.*

**Background**

From 2006 to 2008, the New York City Department of Education (NYCDOE) and the New York State Education Department (NYSED) commissioned an “audit of the written, tested, and taught curriculum” to fulfill an accountability requirement of the No Child Left Behind (NCLB) Act for districts identified for “corrective action.” The focus of the audit was on the English language arts (ELA) and mathematics curricula for all students, including students with disabilities (SWDs) and English language learners (ELLs). The audit examined the alignment of curriculum, instruction, and assessment as well as other key areas—such as professional development and school and district supports—through multiple lenses of data collection and analysis. The utilized process was a collaborative one, intended not to find fault but to generate findings in concert with school and district constituency representatives to identify and overcome barriers to student success. As such, the audit findings are not an end in themselves but will facilitate important conversations at (and between) the central, SSO, and school levels in order to identify and address potential gaps in ELA and math curriculum and instructional programs and ensure alignment with the state standards and assessments.

**Directions:** All schools are expected to reflect on the seven (7) key findings of the “audit of the written, tested, and taught curriculum” outlined below, and respond to the applicable questions that follow each section.

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**CURRICULUM AUDIT FINDINGS**

**KEY FINDING 1: CURRICULUM**

Overall: There was limited evidence found to indicate that the ELA and mathematics curricula in use are fully aligned to state standards. Although New York City is a standards-based system, teachers do not have the tools they need to provide standards-based instruction to all students at all levels, particularly ELLs. There is a lack of understanding across teachers, schools, and audited districts regarding what students should understand and be able to do at each level in ELA and mathematics.

***1A. English Language Arts***

**Background**

A curriculum that is in alignment will present the content to be taught (as outlined by the state standards), with links to the following: an array of resources from which teachers may choose in teaching this content; a pacing calendar and/or suggested timeframe for covering the curriculum material; a description of expectations for both the teacher’s role and the student level of cognitive demand to be exhibited; and a defined set of student outcomes—that is, what the student should know and be able to do as a result of having mastered this curriculum. The New York State ELA Standards identify seven different areas of reading (decoding, word recognition, print awareness, fluency, background knowledge and vocabulary, comprehension, and motivation to read) and five different areas of writing (spelling, handwriting, text production, composition, motivation to write) that are addressed to different degrees across grade levels. Although

listening and speaking are addressed within the New York State ELA Standards, they are not further subdivided into topic areas. A written curriculum missing literacy competencies or performance indicators at any grade level will impact the alignment of the curriculum to state standards. A written curriculum that does not address the areas in reading identified by the state standards will also impact vertical and horizontal alignment within and between schools by creating gaps in the Grades K–12 curriculum. *Vertical alignment* is defined as the literacy knowledge addressed at a grade level that builds upon and extends learning from the previous grade level, whereas *horizontal alignment* refers to agreement between what is taught by teachers addressing a common subject across a single grade level.

### ELA Alignment Issues:

- **Gaps in the Written Curriculum.** Data show that the written curriculum in use by many schools is not aligned with the state standards in terms of the range of topics covered and the depth of understanding required. All reviewed curricula had gaps relative to the New York State ELA standards. The fewest gaps were found at Grade 2, but the gaps increased as the grade levels increased. Interviewed staff in a number of the schools that were audited reported less consistent and effective curriculum and instruction at the secondary level. These data further indicated that curricula were not adequately articulated—less articulated in secondary than elementary schools.
- **Curriculum Maps.** The curriculum alignment analyses noted that although a number of curriculum maps had been developed, the mapping has been done at a topical level only and does not drill down to an expected level of cognitive demand that will indicate to teachers what students should know and be able to do at each grade level. These curriculum maps addressed only content topics—not skills to be mastered, strategies to be utilized, or student outcomes to be attained.
- **Taught Curriculum.** The *Surveys of Enacted Curriculum* (SEC)<sup>2</sup> data also show that the taught curriculum is not aligned to the state standards. For example, in the reviewed high school-level ELA classes, auditors observed a great disparity between what is taught and the depth to which it should be taught. A similar lack of depth can be seen in elementary and middle grades as well (specifically Grades 2, 4, 5, and 6) and Grade 8. As one might look at it, the taught ELA curriculum is quite broad but lacks depth in any one area. Although standards indicate that instruction should be focused on having students create written products and spoken presentations, SEC data show quite the opposite. There is very little emphasis on speaking and listening and only a moderately higher level of emphasis on writing. Critical reading also is supposed to have a much greater depth than is currently occurring in high school English classes.
- **ELA Materials.** In a number of the audited schools, teachers interviewed indicate that they have sufficient amounts of curriculum materials available to them; however, the materials they have are not adequate to meet the needs of all learners, particularly English language learners, students with disabilities, and struggling readers. Further, the materials in use are reportedly often not relevant to

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<sup>2</sup> To examine whether instruction was aligned to the New York state standards and assessments, teachers in the district completed the *Surveys of Enacted Curriculum* (SEC). Based on two decades of research funded by the National Science Foundation, the SEC are designed to facilitate the comparison of enacted (taught) curriculum to standards (intended) and assessed curriculum (state tests), using teachers' self-assessments. The data for each teacher consist of more than 500 responses. The disciplinary topic by cognitive-level matrix is presented in graphic form, which creates a common language for comparison and a common metric to maintain comparison objectivity.

the students' background knowledge, suggesting a need for more age appropriate and culturally relevant books and articles for student use.

– **English Language Learners**

Multiple data sources indicate that there is a great deal of variation in the curriculum and instruction that ELL students receive, by grade level, by type of ELL program or general education program, and by district. For example, some of the best instruction observed by site visitors was found in ELL program classrooms at the elementary level, which contrasted sharply with the generally lower quality of ELL program instruction at the secondary level. The auditors found that planning for ELL education at the city and even district levels did not percolate down to the school and teacher levels. Consequently, planning for ELL education in the audited schools generally occurred at the level of individual teachers or ELL program staff, contributing to the variations in curriculum and instruction observed across ELL and general education programs. Further, there is a general lack of awareness of the New York State Learning Standards for ESL.

Please respond to the following questions for Key Finding 1A:

1A.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

- Observations – formal and informal
- Professional Development Sessions
- Faculty Conferences
- Grade Conferences
- Conversations
- Literacy Teacher visitation

1A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable  Not Applicable

1A.3: Based on your response to Question 1A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

PS 134 uses a standards-based Balanced/Comprehensive Literacy program of study for all students including those for whom English is not their first language and for students who have special learning needs. Balanced Literacy stresses the essential dimensions of reading through explicit teaching of phonics, phonemic awareness, fluency and expressiveness, vocabulary, and comprehension. Daily read-alouds, independent reading time, reading workshop, writing workshop, and systematic word study instruction are key features of the approach. Teachers demonstrate the habits and strategies of effective reading and writing through a variety of structures: read-aloud, guided reading, shared reading, interactive writing, and mini-lessons in reading and writing. By coaching students in individual or small-group conferences, teachers allow students to successfully and independently apply those strategies to their own reading and writing.

Classroom libraries are the centerpiece of Balanced Literacy. These libraries allow teachers to organize instruction around authentic literature. Extensive use of classroom libraries encourages students to read and write about a variety of topics they know and like. The libraries are designed so that each grade will have a common core of books that span a range of reading levels and cover all kinds of literature from picture books, chapter books, and novels to poetry and nonfiction.

1A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

This is Not Applicable.

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## **1B. Mathematics**

### **Background**

New York State assessments measure conceptual understanding, procedural fluency, and problem solving. In the New York State Learning Standard for Mathematics, these are represented as *process strands* and *content strands*. These strands help to define what students should know and be able to do as a result of their engagement in the study of mathematics. The critical nature of the process strands in the teaching and learning of mathematics has been identified in the New York State Learning Standard for Mathematics, revised by NYS Board of Regents on March 15, 2005: The process strands (Problem Solving, Reasoning and Proof, Communication, Connections, and Representation) highlight ways of acquiring and using content knowledge. These process strands help to give meaning to mathematics and help students to see mathematics as a discipline rather than a set of isolated skills. Student engagement in mathematical content is accomplished through these process strands. Students will gain a better understanding of mathematics and have longer retention of mathematical knowledge as they solve problems, reason mathematically, prove mathematical relationships, participate in mathematical discourse, make mathematical connections, and model and represent mathematical ideas in a variety of ways. (University of the State of New York & New York State Education Department, 2005, p. 2) When curriculum guides lack precise reference to the indicators for the process strands, then explicit alignment of the curriculum to the process strands is left to the interpretation of the individual classroom teacher.

### **Specific Math Alignment Issues:**

- A review of key district documents for mathematics shows substantial evidence that the primary mathematics instructional materials for Grades K–8 (*Everyday Mathematics* [K–5] and *Impact Mathematics* [6–8]) are aligned with the New York state *content strands* except for some gaps that appear at the middle school level in the areas of measurement and geometry and number sense and operations. The instructional materials that were available at the high school level during the time of the audits (New York City Math A and B [8–12]) were aligned with the 1999 standards but not with the newer 2005 standards. Furthermore, these documents show that there is a very weak alignment to the New York state *process strands* for mathematics at all grade levels.
- The SEC data for mathematics curriculum alignment (similar to Key Finding 1A for ELA), shows that there is a lack of depth in what is being taught in the mathematics classroom as compared to what is required by the state standards.

Please respond to the following questions for Key Finding 1B:

1B.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

PS 134 uses the Everyday Mathematics program which is aligned with the New York State content strands. The teachers at PS 134 use the workshop model for all math lessons and differentiate lessons based on the needs of the students. It is at this time, as well as during the whole class lessons that the teachers address the process strands. They engage the students with a variety of ways to acquire and use the content knowledge. The teachers also incorporate mathematical knowledge with other curriculum areas such as science and social studies to help give meaning to mathematical concepts.

1B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable  Not Applicable

1B.3: Based on your response to Question 1B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

PS 134 uses *Everyday Mathematics*, which is a research-based curriculum developed by the University of Chicago School Mathematics Project. UCSMP was founded in 1983 during a time of growing consensus that our nation was failing to provide its students with an adequate mathematical education. The goal of this on-going project is to significantly improve the mathematics curriculum and instruction for all school children in the U.S.

Several Basic principles that have guided the philosophy of *Everyday Mathematics* include:

- Students acquire knowledge and skills, and develop an understanding of mathematics from their own experience. Mathematics is more meaningful when it is rooted in real life contexts and situations, and when children are given the opportunity to become actively involved in learning. Teachers and other adults play a very important role in providing children with rich and meaningful mathematical experiences.
- Children begin school with more mathematical knowledge and intuition than previously believed. A K-5 curriculum should build on this intuitive and concrete foundation, gradually helping children gain an understanding of the abstract and symbolic.
- Teachers, and their ability to provide excellent instruction, are the key factors in the success of any program.

The scope of the K-6 *Everyday Mathematics* curriculum includes the following mathematical strands which are aligned to the NYS Standards:

- Algebra and Uses of Variables
- Data and Chance
- Geometry and Spatial Sense
- Measures and Measurement
- Numeration and Order
- Patterns, Functions, and Sequences
- Operations
- Reference Frames

1B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

This is Not Applicable.

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## **KEY FINDING 2: INSTRUCTION**

Overall: Multiple data sources indicate that direct instruction and individual seatwork are the predominant instructional strategies used by teachers in audited districts; there is indication of limited use of best practices and research-based practices, including differentiated instruction. A number of schools in audited districts further evidenced a lack of student engagement in classrooms, particularly at the secondary level. These data also show that there is an intention to use research-based and best practices; yet according to the interviews, SEC, and classroom observations, there is limited evidence of implementation and monitoring of such practices. Interview data indicate that in audited districts, teachers indicate a need for more support focused on differentiation of instruction for all learners.

### **2A – ELA Instruction**

Classroom observations in audited schools show that direct instruction was the dominant instructional orientation for ELA instruction in almost 62 percent of K–8 classrooms. (In direct instruction, the teacher may use lecture- or questioning-type format. It includes instances when the teacher explains a concept, reads to students, or guides students in practicing a concept.) Direct instruction also was observed either frequently or extensively in approximately 54 percent of the high school ELA classrooms visited. On a positive note, high academically focused class time (an estimate of the time spent engaged in educationally relevant activities) was observed frequently or extensively in more than 85 percent of K–8 classrooms visited, though this number fell slightly to just over 75 percent of classrooms at the high school level. Student engagement in ELA classes also was observed to be high – observed frequently or extensively 71 percent of the time in Grades K–8, but this percentage shrank to 49 percent at the high school level. Finally, independent seatwork (students working on self-paced worksheets or individual assignments) was observed frequently or extensively in approximately 32 percent of the K–8 ELA classrooms visited and just over 34 percent of classrooms in high school.

Please respond to the following questions for Key Finding 2A:

2A.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

Formal and informal observations will be used to confirm that all teachers are using the workshop model of implementation for both reading and writing.

Informal observations will be used to assess student engagement.

2A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable  Not Applicable

2A.3: Based on your response to Question 2A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

As stated, PS 134 employs a workshop model of instruction for English Language Arts instruction. The architecture of the minilesson component of both the Reader's and Writer's Workshop includes:

- Minilesson 10-15 minutes
  - Connection 2-3 minutes
  - Teach 5-7 minutes
  - Active Engagement 3 minutes
  - Link 2 minutes
- Private Reading Time/ Individual conferences/  
Small Group Work 30 minutes
  - Partner Time/Partner conferences 5 minutes
  - Teacher Share 3-5 minutes
  - Shared Reading (grades K-2) 15 minutes
  - Guided Reading 15-20 minutes
  - Read Aloud 15-20 minutes

Student engagement is informally assessed through teacher observation, review of student work, conferring with students and small group instruction.

2A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

This is Not Applicable.

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**2B – Mathematics Instruction**

Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of student engagement was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12 mathematics classrooms. *School Observation Protocol* (SOM<sup>3</sup>) and SEC results also shed light on some of the instructional practices in the mathematics classroom. The SOM noted that direct instruction in K-8 mathematics classes was frequently or extensively seen 75 percent of the time in Grades K–8 (and 65 percent of the time in Grades 9–12). Student activities other than independent seatwork and hands-on learning in the elementary grades were rarely if ever observed. Technology use in mathematics classes also was very low.

Please respond to the following questions for Key Finding 2B:

2B.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

Formal and informal observation will be used to confirm that all teachers are using the workshop model of implementation for mathematics instruction.

2B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable  Not Applicable

2B.3: Based on your response to Question 2B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

This finding is not relevant to PS 134 for the following reasons:

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<sup>3</sup> To examine instruction in the classrooms, the School Observation Measure (SOM) was used to capture classroom observation data for the district audit. The SOM was developed by the Center for Research in Educational Policy at the University of Memphis. The SOM groups 24 research based classroom strategies into six categories: (1) instructional orientation, (2) classroom organization, (3) instructional strategies, (4) student activities, (5) technology use, and (6) assessment. Two to seven key classroom strategies are identified within each category for a total of 24 strategies that observers look for in the classroom. These 24 strategies were selected to address national teaching standards.

PS 134 employs a workshop model of instruction for Mathematics instruction. The architecture of the minilesson component of the Math Workshop includes:

- Minilesson 10-15 minutes
  - Connection 2-3 minutes
  - Teach 5-7 minutes
  - Active Engagement 3 minutes
  - Link 2 minutes
- Independent Math Work/ Individual conferences/ Small Group Work 30 minutes
  - Partner Time/Partner conferences 5 minutes
  - Teacher Share 3-5 minutes

Formal and informal observations will be used to confirm that all teachers are using the workshop model of implementation for mathematics instruction.

Student engagement is informally assessed through teacher observation, conferring, review of student work, and small instruction.

2B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

This is not applicable.

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### **KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY**

In a number of audited schools, respondents stated that teacher turnover was high, with schools accommodating a relatively high percentage of new and transfer teachers each year.

Please respond to the following questions for Key Finding 3:

3.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

Year-to-year teacher turnover rate is evaluated by the school's Administrative Cabinet.

If the turnover rate becomes high, i.e., more than 10%, the school will contact staffing pools such as Teach for America and/or NYC Teaching Fellows in order to recruit teachers with greater sustainability.

3.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable    Not Applicable

3.3: Based on your response to Question 3.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Over the past three years, the school has welcomed the following number and percent of new teachers due to staff tirmpver:

2009	1	
2008	6	15%
2007	9	22%

3.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

New teachers at this school receive professional development and support from the school's internal coaches and external staff developers. At PS 134 intervisitations, mentoring programs, grade conferences, buddy teachers and professional development geared to the specific needs of teacher are used to support teachers.

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#### **KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS**

Interview data (from classroom teachers and principals) indicate that professional development opportunities regarding curriculum, instruction, and monitoring progress for ELLs are being offered by the districts, however, they are not reaching a large audience. Many teachers interviewed did not believe such professional development was available to them. A number of district administrators interviewed mentioned the presence of QTEL (Quality Teaching for English Learners) training, but few classroom teachers seemed aware of this program. Although city, district and some school-based policies (e.g., Language Allocation Policy) and plans for ELL instruction do exist, rarely were they effectively communicated to teachers through professional development and other avenues.

Please respond to the following questions for Key Finding 4:

4.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

When meeting with teachers who work with students for whom English is a second language, the administration will develop professional development plans aligned to those teacher's expressed and anticipated needs.

4.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable  Not Applicable

4.3: Based on your response to Question 4.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Evidence comes from formal and informal observations of the ELL teachers.

4.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

PS 134 is with ESO 22. ELL teachers receive professional development from this source. PS 134 is also a Teachers College Reading and Writing Project School. Professional development sessions are geared towards ELL teachers. Also when visited by staff developers from Teachers College the ELL teachers are a part of the lab sites and study groups.

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#### **KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION**

Data from district and teacher interviews indicate that there is very little specific monitoring of ELLs' academic progress or English language development. Testing data, where they do exist (for example, the NYSESLAT yearly scores) either are not reported to all teachers involved in instructing ELLs or are not provided in a timely manner useful for informing instruction. If and when testing data are provided, the data are not disaggregated by proficiency level of ELL student, students' time in the United States, or type of program in which the ELL is enrolled (i.e., ESL, TBE, Dual Language, or general education).

Please respond to the following questions for Key Finding 5:

5.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

PS 134's Inquiry Team has focused on the results of and learning of the ELL population for the past two years. The data for the ELL's has been analyzed and shared with the teachers and these students.

5.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable  Not Applicable

5.3: Based on your response to Question 5.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

PS 134 received an overall score of well-developed for QS 1: "School leaders consistently gather and generate data, and use it to understand what each student knows and is able to do and to monitor the students' progress over time." We also received a score of well-developed for QS 2: plan and set goals: school leaders and faculty consistently use data to understand each student's next learning steps and to set suitably high goals for accelerating each student's learning.

5.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

This is not applicable.

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### **KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION**

While the DOE and individual schools have made a substantial investment in professional development for special and general education teachers, classroom observations, IEP reviews, and interviews indicate that many general education teachers, special education teachers, and school administrators do not yet have sufficient understanding of or capacity to fully implement the range and types of instructional approaches that will help to increase access to the general education curriculum and improve student performance. Further, many general education teachers remain unfamiliar with the content of the IEPs of their students with disabilities, have a lack of familiarity with accommodations and modifications that would help support the students with disabilities in their classrooms, and are not knowledgeable regarding behavioral support plans for these students.

Please respond to the following questions for Key Finding 6:

6.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

The school will use formal and informal observations to assess the general and special education teachers' understanding of appropriate differentiated instructional practices for the special education students.

6.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable  Not Applicable

6.3: Based on your response to Question 6.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

At PS 134:

- All general and special education teachers use the Workshop model (differentiation)
- All general and special education teachers participate in Professional Development for Teachers College
- Special Education and general education teachers receive professional development
- Collaboration between special education and general education teachers
- Materials to support all levels of students
- Planning time (common prep periods)
- Compliance with Chapter 408 procedures
- Full time Guidance Counselor to support behavioral planning

6.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

This is not applicable

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### **KEY FINDING 7: INDIVIDUALIZED EDUCATION PROGRAMS (IEPS FOR STUDENTS WITH DISABILITIES)**

Although IEPs clearly specify testing accommodations and/or modifications for students with disabilities, they do *not* consistently specify accommodations and/or modifications for the *classroom environment* (including instruction). Further, there appears to be lack of alignment between the goals, objectives, and modified promotion criteria that are included in student IEPs and the content on which these students are assessed on grade-level state tests. Finally, IEPs do not regularly include behavioral plans—including behavioral goals and objectives—even for students with documented behavioral issues and concerns.

Please respond to the following questions for Key Finding 7:

7.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

All IEPs are read by the Assistant Principal and goals and objectives are matched to the grade standards of the students. The Assistant Principal also reviews the need for a behavioral plan.

7.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable  Not Applicable

7.3: Based on your response to Question 7.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

PS 134 teachers have received extensive professional development in the area of student goal setting and writing correct, appropriate and educationally sound IEPs. This training has been provided to them at the school level by the Integrated Service Center. Teachers at this school use the NYS standards when making promotional decisions prior to writing an IEP at annual review. All students with special needs at this school have promotional goals that clearly reflect a percentage of their current grade level's performance outcomes. We aspire to have each classified student achieve proficiency in both ELA and Mathematics. All students have Grade Specific Performance Indicators completed for them at the end of the year to determine the level of attainment of the State Standards.

7.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

This is Not Applicable.

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10**

*This appendix will not be required for 2009-10.*

**Please Note:** Since the system-wide expectation is that schools will maintain effort for 2008-09 programs funded with Contract for Excellence 09 (HS) dollars in 2009-10, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY10 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

**(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2009-10)**

## **APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)**

*All schools must complete this appendix.*

### **Directions:**

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

### **Supporting Students in Temporary Housing (STH)**

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

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### **Part A: FOR TITLE I SCHOOLS**

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)

7 students are currently in Temporary Housing.

2. Please describe the services you are planning to provide to the STH population.

The funds will be used to:

- Pay for basic and/or emergency supplies such as books, school supplies and uniforms
- Partially fund a Guidance Counselor to provide counseling services and outreach to the families
- Data collection materials to assess the needs and progress of the students
- Partially fund an AIS teacher to provide educational support services to the students

### **Part B: FOR NON-TITLE I SCHOOLS**

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.

3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in the borough Integrated Service Center (ISC) or Children First Network.

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