



**PS 134**

**2010-2011**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**SCHOOL: (22/ BROOKLYN/22K134)**

**ADDRESS: 4001 18<sup>TH</sup> AVENUE, BROOKLYN NY 11218**

**TELEPHONE: (718) 436-7200**

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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@schools.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 NETWORK INFORMATION**

**DISTRICT:** 22      **CHILDREN FIRST NETWORK (CFN):** 409

**NETWORK LEADER:** Neil Opromalla

**SUPERINTENDENT:** Linda Waite

## 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 member 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/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

*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	
Maria Mancini	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	
Regina Squadrito	Member/Assistant Principal, I.A.	
Danielle Valk	Member/Chairperson	
Jasmine Yan	Member/Classroom Teachers	
Rosa Flores	Member/Parent/PTA Vice President	
Martha Avilez	Member/Parent/ESL	
Aneela Wasif	Member/Parent	
Elizabeth Heber	Member/Parent	

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

\* Core (mandatory) SLT members.

## **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.

All 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 music, library and physical education.

#### ACADEMIC PROGRAMS

**TEMPLATE - MAY 2010**

- 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

**SECTION III – Cont’d**

**Part B. School Demographics and Accountability Snapshot (SDAS)**

**Directions:** A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
<b>School Name:</b>	PS 134K				
<b>District:</b>	22	<b>DBN #:</b>	22K134	<b>School BEDS Code:</b>	332200010134

DEMOGRAPHICS									
<b>Grades Served in 2009-10:</b>	<input checked="" type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input checked="" type="checkbox"/> Ungraded			
<b>Enrollment:</b>				<b>Attendance: % of days students attended*</b>					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	21	16	35		95.3	95.7	95.4		
Kindergarten	58	79	71						
Grade 1	60	65	81	<b>Student Stability: % of Enrollment</b>					
Grade 2	84	56	70	(As of June 30)	2007-08	2008-09	2009-10		
Grade 3	62	77	62		96.0	93.8	TBD		
Grade 4	75	65	86						
Grade 5	65	69	64	<b>Poverty Rate: % of Enrollment</b>					
Grade 6	0	0	0	(As of October 31)	2007-08	2008-09	2009-10		
Grade 7	0	0	0		93.2	92.1	95.9		
Grade 8	0	0	0						
Grade 9	0	0	0	<b>Students in Temporary Housing: Total Number</b>					
Grade 10	0	0	0	(As of June 30)	2007-08	2008-09	2009-10		
Grade 11	0	0	0		3	8	TBD		
Grade 12	0	0	0						
Ungraded	0	0	2	<b>Recent Immigrants: Total Number</b>					
				(As of October 31)	2007-08	2008-09	2009-10		
Total	425	427	471		4	6	0		
<b>Special Education Enrollment:</b>				<b>Suspensions: (OSYD Reporting) – Total Number</b>					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes	0	0	8	Principal Suspensions	4	0	1		
No. in Collaborative Team Teaching (CTT) Classes	29	37	32	Superintendent Suspensions	0	1	3		
Number all others	18	14	18						
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS							
<b>English Language Learners (ELL) Enrollment:</b> (BESIS Survey)				<b>Special High School Programs: Total Number</b> (As of October 31)			
	2007-08	2008-09	2009-10		2007-08	2008-09	2009-10
(As of October 31)				CTE Program Participants	0	0	0
# in Trans. Bilingual Classes	0	0	0	Early College HS Participants	0	0	0
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	56	52	68	<b>Number of Staff: Includes all full-time staff</b>			
# ELLs with IEPs	0	0	12	(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	40	42	TBD
<b>Overage Students: # entering students overage for grade</b>				Number of Administrators and Other Professionals	6	7	TBD
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	0	1	TBD
	0	0	TBD				
				<b>Teacher Qualifications:</b>			
<b>Ethnicity and Gender: % of Enrollment</b>				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	100.0	100.0	TBD
American Indian or Alaska Native	0.2	0.0	0.0	Percent more than two years teaching in this school	75.0	64.3	TBD
Black or African American	43.5	41.0	32.1	Percent more than five years teaching anywhere	40.0	42.9	TBD
Hispanic or Latino	30.4	27.6	25.3				
Asian or Native Hawaiian/Other Pacific Isl.	13.9	17.3	22.5	Percent Masters Degree or higher	78.0	74.0	TBD
White	12.0	13.1	18.7	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	100.0	98.8	TBD
Multi-racial	0	0	0				
<b>Male</b>	47.1	44.0	49.7				
<b>Female</b>	52.9	56.0	50.3				

2009-10 TITLE I STATUS				
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance		<input type="checkbox"/> Non-Title I
Years the School Received Title I Part A Funding:	<input checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08	<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY	
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	If yes, area(s) of SURR identification:
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	
<b>Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):</b>	

## NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

<u>Differentiated Accountability Phase (Check ✓)</u>		<u>Category (Check ✓)</u>		
		Basic	Focused	Comprehensive
In Good Standing (IGS)	✓			
Improvement (year 1)				
Improvement (year 2)				
Corrective Action (year 1)				
Corrective Action (year 2)				
Restructuring (year 1)				
Restructuring (year 2)				
Restructuring (Advanced)				

<b>Individual Subject/Area Outcomes</b>	<b>Elementary/Middle Level (✓)</b>		<b>Secondary Level (✓)</b>	
	ELA:	✓	ELA:	
	Math:	✓	Math:	
	Science:	✓	Grad. Rate:	

**This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:**

<b>Student Groups</b>	<b>Elementary/Middle Level</b>			<b>Secondary Level</b>			
	ELA	Math	Science	ELA	Math	Grad. Rate**	Progress Target
<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	---	---	---				
Multiracial							
<b>Other Groups</b>							
Students with Disabilities	✓	✓	---				
Limited English Proficient	---	---	---				
Economically Disadvantaged	✓	✓					
<b>Student groups making AYP in each subject</b>	5	5	1				

**Key: AYP Status**

✓	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
✓ <sup>SH</sup>	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

*Note: NCLB/SED accountability reports are not available for District 75 schools.*

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

\*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<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 (Comprises 15% of the Overall Score)	12.3	Quality Statement 2: Plan and Set Goals	W
School Performance (Comprises 25% of the Overall Score)	25.0	Quality Statement 3: Align Instructional Strategy to Goals	✓
Student Progress (Comprises 60% of the Overall Score)	50.8	Quality Statement 4: Align Capacity Building to Goals	W
Additional Credit	3.0	Quality Statement 5: Monitor and Revise	W
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

## **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/Teacher 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 your school's 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 2009-2010 Progress Report. For the previous 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 2010 shows 97.2% of students read at or above grade level (Level B). This is a 0.2% decrease compared to 2009's assessment results. A review of the reading scores for Grade 1 shows 77.4% read at or above grade level (Level I). This is a 6.7% decrease compared to 2009's assessment results. A review of the reading scores for Grade 2 in 2010 shows 75.4% of students read at or above grade level (Level L). This is an 1.0% decrease compared to 2009's assessment results.

## STUDENT PERFORMANCE IN GRADE 3

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

#### **All Students**

An analysis of the data for Grade 3 shows a 14.0% decrease in the number of students achieving at Levels 3 and 4 between 2009 and 2010. A review of scores for students in Grade 3 in 2010 shows a 5.0% increase in the number of students scoring at Level 1, a 9.0% increase in the number of students scoring at Level 2, a 35.0% decrease in the number of students scoring at Level 3, and a 21.0% increase in the number of students scoring at Level 4.

#### **Special Education**

An analysis of the data for Grade 3 shows a 35.7% decrease in the number of students achieving at Levels 3 and 4 between 2009 and 2010. A review of scores for students in Grade 3 in 2009 shows a 3.6% increase in the number of students scoring at Level 1, a 32.1% increase in the number of students scoring at Level 2, a 27.4% decrease in the number of students scoring at Level 3 and an 8.3% decrease in the number of students scoring at Level 4.

#### **ELL**

An analysis of the data for Grade 3 shows a 50.0% decrease in the number of students achieving at Levels 3 and 4 between 2009 and 2010. A review of scores for students in Grade 3 in 2009 shows a 25.0% increase in the number of students scoring at Level 1, a 25.0% increase in the number of students scoring at Level 2, and a 50.0% 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 3 in 2010 shows 67.2% of students read at or above grade level (Level O). This is a 15.2% increase compared to 2009'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 72.0.

## STUDENT PERFORMANCE IN GRADE 4

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

#### **All Students**

An analysis of the data for Grade 4 shows a 22.7% decrease in the number of students achieving at Levels 3 and 4 between 2009 and 2010. A review of scores for students in Grade 4 in 2010 shows a 3.0% increase in the number of students scoring at Level 1, a 13.7% increase in the number of students scoring at Level 2, a 24.3% decrease in the number of students scoring at Level 3, and a 1.5% increase in the number of students scoring at Level 4.

#### **Special Education**

An analysis of the data for Grade 4 shows a 52.0% decrease in the number of students achieving at Levels 3 and 4 between 2009 and 2010. A review of scores for students in Grade 4 in 2009 shows a 17.0% increase in the number of students scoring at Level 1, a 33.0% increase in the number of students scoring at Level 2, and a 52.0% decrease in the number of students scoring at Level 3.

#### **ELL**

An analysis of the data for Grade 4 shows a 67.0% decrease in the number of students achieving at Levels 3 and 4 between 2009 and 2010. A review of scores for students in Grade 4 in 2009 shows a 16.0% increase in the number of students scoring at Level 1, a 50.0% increase in the number of students scoring at Level 2, and a 67.0% 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 4 in 2010 shows 64.4% of students read at or above grade level (Level R). This is a 1.7% increase compared to 2009's assessment results.

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

An analysis of the data for Grade 4 shows 83% 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 66.

## STUDENT PERFORMANCE IN GRADE 5

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

#### **All Students**

An analysis of the data for Grade 5 shows a 22.7% decrease in the number of students achieving at Levels 3 and 4 between 2009 and 2010. A review of scores for students in Grade 5 in 2010 shows a 2.6% increase in the number of students scoring at Level 1, an 18.2% increase in the number of students scoring at Level 2, a 26.5% decrease in the number of students scoring at Level 3, and a 2.8% increase in the number of students scoring at Level 4.

#### **Special Education**

An analysis of the data for Grade 5 shows a 30.9% decrease in the number of students achieving at Levels 3 and 4 between 2009 and 2010. A review of scores for students in Grade 5 in 2010 shows a 25.0% increase in the number of students scoring at Level 1, a 4.9% increase in the number of students scoring at Level 2, a 23.7% decrease in the number of students scoring at Level 3, and a 7.1% decrease in the number of students scoring at Level 4.

#### **ELL**

An analysis of the data for Grade 5 shows a 50.0% decrease in the number of students achieving at Levels 3 and 4 between 2009 and 2010. . A review of scores for students in Grade 5 in 2010 shows a 25.0% increase in the number of students scoring at Level 1, a 25.0% increase in the number of students scoring at Level 2 and a 50.0% 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 2010 shows 83.0% of students read at or above grade level (Level T). This is a 27.3% increase compared to 2009's assessment results.

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

An analysis of the data for Grade 5 shows 85% 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 57.0.

## ANALYSIS OF INFORMATION

### MATHEMATICS

#### STUDENT PERFORMANCE IN EARLY CHILDHOOD GRADES

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

An analysis of the data for Kindergarten shows 90.3% of students scoring at 75% or higher on the end of year assessment. This is a 3.3% increase compared to 2009'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 83.3% of students scoring at 75% or higher on the end of year assessment. This is a 1.2% decrease compared to 2009'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 79.4% of students scoring at 75% or higher on the end of year assessment. This is a 4.4% increase compared to 2009'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 23.0% decrease in the number of students achieving at Levels 3 and 4 between 2009 and 2010. A review of scores for students in Grade 3 in 2010 shows an 8.0% increase in the number of students scoring at Level 1, a 14.0% increase in the number of students scoring at Level 2, a 21.6% decrease in the number of students scoring at Level 3, and a 2.4% decrease in the number of students scoring at Level 4.

#### **Special Education**

An analysis of the data for Grade 3 shows a 40.0% decrease in the number of students achieving at Levels 3 and 4 between 2009 and 2010. A review of scores for students in Grade 3 in 2010 shows no students continuing to score at Level 1, a 40.0% increase in the number of students scoring at Level 2, a 16.9% decrease in the number of students scoring at Level 3, and a 23.1% decrease in the number of students scoring at Level 4.

#### **ELL**

An analysis of the data for Grade 3 shows a 77.0% decrease in the number of students achieving at Levels 3 and 4 between 2009 and 2010. A review of scores for students in Grade 3 in 2010 shows a 38.0% increase in the number of students scoring at Level 1, a 38.0% increase in the number of students scoring at Level 2, a 32.6% decrease in the number of students scoring at Level 3, and a 44.4% decrease 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 77.

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

An analysis of the data for Grade Three shows 65.0% of students scoring at 75% or higher on the end of year assessment. This is a 16.1% increase compared to 2009'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 9.5% decrease in the number of students achieving at Levels 3 and 4 between 2009 and 2010. A review of scores for students in Grade 4 in 2010 shows a 1.0% increase in the number of students scoring at Level 1, a 7.5% increase in the number of students scoring at Level 2, a 3.6% increase in the number of students scoring at Level 3, and a 13.1% decrease in the number of students scoring at Level 4.

#### **Special Education**

An analysis of the data for Grade 4 shows a 30.0% decrease in the number of students achieving at Levels 3 and 4 between 2009 and 2010. A review of scores for students in Grade 4 in 2010 continues to show no students scoring at Level 1, a 29.0% increase in the number of students scoring at Level 2, a 22.0% decrease in the number of students scoring at Level 3, and an 8.0% decrease in the number of students scoring at Level 4.

#### **ELL**

An analysis of the data for Grade 4 shows a 30.0% decrease in the number of students achieving at Levels 3 and 4 between 2009 and 2010. A review of scores for students in Grade 4 in 2010 shows a 10.0% increase in the number of students scoring at Level 1, a 20.0% increase in the number of students scoring at Level 2, a 40.0% decrease in the number of students scoring at Level 3 and a 10.0% increase in the number of students scoring at Level 4.

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

An analysis of the data for Grade 4 shows 99% 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 89.

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

An analysis of the data for Grade Four shows 81.6% of students scoring at 75% or higher on the end of year assessment. This is a 0.4% decrease compared to 2009'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 27.5% decrease in the number of students achieving at Levels 3 and 4 between 2009 and 2010. A review of scores for students in Grade 5 in 2010 shows a 1.0% increase in the number of students scoring at Level 1, a 24.5% increase in the number of students scoring at Level 2, a 33.8% decrease in the number of students scoring at Level 3, and a 5.2% increase in the number of students scoring at Level 4.

#### **Special Education**

An analysis of the data for Grade 5 shows an 88.0% decrease in the number of students achieving at Levels 3 and 4 between 2009 and 2010. A review of scores for students in Grade 5 in 2010 continues to show no students scoring at Level 1, an 87.0% increase in the number of students scoring at Level 2, a 84.6% decrease in the number of students scoring at Level 3, and a 3.4% decrease in the number of students scoring at Level 4.

#### **ELL**

An analysis of the data for Grade 5 shows a 25.0% decrease in the number of students achieving at Levels 3 and 4 between 2009 and 2010. A review of scores for students in Grade 5 shows a 13.0% decrease in the number of students scoring at Level 1, a 37.0% increase in the number of students scoring at Level 2, and a 25.0% decrease in the number of students scoring at Level 3.

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

An analysis of the data for Grade 5 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 71.

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

An analysis of the data for Grade Five shows 57.4% of students scoring at 75% or higher on the end of year assessment. This is a 19.4% increase compared to 2009'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 0.3% decrease in the number of students achieving at Levels 3 and 4. A review of science scores for students in Grade 4 shows a 1.2% increase in the number of students scoring at Level 1, a 0.9% decrease in the number of students scoring at Level 2, a 7.1% increase in the number of students scoring at Level 3, and a 7.4% decrease in the number of students scoring at Level 4.

**Special Education**

An analysis of the data for Grade 4 science shows a 5.3% decrease in the number of students achieving at Levels 3 and 4. A review of science scores for students in Grade 4 shows no students scoring at Level 1, a 5.3% increase in the number of students scoring at Level 2, a 1.3 % increase in the number of students scoring at Level 3, and a 6.6% decrease in the number of students scoring at Level 4.

**ELL**

An analysis of the data for Grade 4 science shows a 15.0% increase in the number of students achieving at Levels 3 and 4. A review of science scores for students in Grade 4 shows no students scoring at Level 1, a 15.0% decrease in the number of students scoring at Level 2, a 20.0% decrease in the number of students scoring at Level 3, and a 35.0% 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 2.9% increase in the number of students achieving at Levels 3 and 4 in 2009 and 2010. A review of social studies scores for students in Grade 5 shows no students scoring at Level 1, a 2.9 % 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 23.0 % increase in the number of students scoring at Level 4.

##### **Special Education**

An analysis of the data for Grade 5 social studies shows 100% of students scoring at Levels 3 and 4 in 2010. A review of social studies scores for students in Grade 5 continues to show no students scoring at Levels 1 and 2, a 1.8% increase in the number of students scoring at Level 3 and a 1.8% increase in the number of students scoring at Level 4.

##### **ELL**

An analysis of the data for Grade 5 social studies shows a 33.3% increase in the number of students achieving at Levels 3 and 4 in 2009 and 2010. A review of social studies scores for students in Grade 5 continues to show no students scoring at Level 1, a 33.3% decrease of students scoring at Level 2, a 66.7% increase in the students scoring at Level 3 and a 33.3% decrease 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 22.4% decrease in the number of students achieving at the beginning level, a 22.3% increase in the number of students achieving at the intermediate level, a 24.2% decrease in the number of students achieving at the advanced level and a 24.1% increase in the number of students achieving at the proficient level. An analysis of the data for Grade 1 shows a 18.3% increase in the number of students achieving at the beginning level, a 0.7% increase in the number of students achieving at the intermediate level, a 38.5% decrease in the number of students achieving at the advanced level and a 19.6% increase in the number of students achieving at the proficient level. An analysis of the data for Grade 2 shows a 6.5% increase in the number of students achieving at the beginning level, a 7.8% increase in the number of students achieving at the intermediate level, a 5.1% increase in the number of students achieving at the advanced level and no students achieving at the proficient level. An analysis of the data for Grade 3 shows a 26.7% increase in the number of students achieving at the beginning level, a 3.3% decrease 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 a 33.3% decrease in the number of students achieving at the proficient level. An analysis of the data for Grade 4 shows an 8.3% increase in the number of students achieving at the beginning level, a 33.3% decrease in the number of students achieving at the intermediate level, a 25.0% decrease in the number of students achieving at the advanced level and a 50.0% increase in the number of students achieving at the proficient level. An analysis of the data for Grade 5 shows a 12.5% increase in the number of students achieving at the beginning level, a 12.5% increase in the number of students achieving at the intermediate level, a 37.5% decrease in the number of students achieving at the advanced level and a 12.5% increase in the number of students achieving at the proficient level.

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

An analysis of the data for special education kindergarten students who took the NYSESLAT in 2010 shows 50% of students achieving at the beginning level and 50% of students achieving at the intermediate level. An analysis of the data for Grade 1 shows there were no special education students who took the NYSESLAT in 2010. An analysis of the data for Grades 2 shows a 33.3% decrease in the number of students achieving at the beginning level, a 16.7% increase in the number of students achieving at the intermediate level, a 16.7% increase in the number of students achieving at the advanced level and no students achieving at the proficient level. An analysis of the data for Grade 3 shows no students achieving at the beginning level, a 8.3% increase in the number of students achieving at the intermediate level, a 16.6% increase in the number of students achieving at the advanced level and a 25.0% decrease in the number of students achieving at the proficient level. An analysis of the data for Grades 4 shows 100% of special education students achieving at the proficient level. An analysis of the data for Grade 5 shows there were no special education students who took the NYSESLAT in 2010.

## 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 8.0 out of 10 points, which is a 0.2 % decrease compared to last year. In Communication we received 7.3 out of 10, which is a 0.1 % decrease. In Engagement we received 7.4 out of 10, which is a 0.1 % decrease. 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 95.4% 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 65.3%, which is a 19.5 % decrease compared to last year. The percentage of students who scored at Proficiency in Mathematics was 81.3%, which is a 16.8 % decrease. We received a score of 3.21 out of 4.50 in ELA Median Student Proficiency, which is a 0.18% decrease. We received a score of 4.00 out of 4.50 in Mathematics Median Student Proficiency which no change compared to last year.

### Analysis / Findings – Student Progress

The student progress comprises 60% of the overall score. Overall we received an A for Student Progress. Within this category, there are sub-categories for both English Language Arts and Math. These sub-categories include Median Growth Percentile and Median Growth Percentile for School's Lowest Third. This year our school's Median Growth Percentile in ELA is 67.0 and in Mathematics is 78.0. The Median Growth Percentile for School's Lowest Third in ELA is 71.5 and in Mathematics is 69.0

## ANALYSIS OF INFORMATION QUALITY REVIEW

### Analysis / Findings – Quality Review

The school received a score of Well Developed on the 2008-2009 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.
- We found that having 90% of our staff involved in inquiry helped deepen the work
- 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 and locate students who are or are not proficient
- 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**

- Due to the change in cut scores, in Grades 3, 4, 5, there is a decrease 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, males and females received approximately the same scores

**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
- Due to the change in cut scores, in Grades 3, 4, 5, there is a decrease 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

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

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

## **GREATEST ACCOMPLISHMENTS**

- Students scoring at or above the 90<sup>th</sup> percentile on two 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 2010-11 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, Persistently Lowest-Achieving (PLA), 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 be aligned to the school's annual goals described in this section.

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Annual Goals	Description
<b>SMART GOAL 1:</b> By June 2011, 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.	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 2011, 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.	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 2011, there will be a 2-5% increase in number of ELL students in grades K-5 scoring at the Advanced or Proficient levels on the NYSESLAT.	The SLT determined that an increase in the number of ELL students scoring at Advanced or Proficient levels 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 2010-11 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, PLA, 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 2011, 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</p> <p><u>AIS:</u> Various AIS Tools/Programs AIS Tools/Programs: Reading Recovery, Early Success, Great Leaps, New Heights, Words Their Way.</p>

	<p>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, 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 human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</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>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Teachers College Reading Assessments – Grades K-5 – September/November/ March/ June  NYSESLAT – June  Running Records- monthly  Guided Reading Levels- monthly  Individual Student Binder- Beginning of year/ Middle of year/ End of year  Reading Folders &amp; Checklists – Daily  Writing Folders &amp; Checklists – Daily</p>

	<p>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</p>
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**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 2011, 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. <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, Dominic 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 <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. <u>AIS:</u> AIS Tools/Programs: Soar to Success, Great Leaps, New Heights, Wilson Extended Day for At Risk Students. Small group targeted instruction. <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.  Providers: Literacy Coach, Reading Teachers, AIS Teacher, Reading Recovery Teacher, Professional Development Team, Teachers College Staff Developers  <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, 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/ November/March/ June  NYS ELA test - April  NYSESLAT – May  Running Records- monthly  Guided Reading Levels- monthly  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>

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

**Subject/Area (where relevant):** NYSESLAT

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>By June 2011, there will be a 2-5% increase in number of ELL students in grades K-5 scoring at the Advanced or Proficient levels on the NYSESLAT.</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 (Classroom Teachers/ESL Teachers):</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.            Special projects: Read Across America, Poetry Month, Interclass book sharing, and writing celebrations.  <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, Dominic 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            ESL Teacher: 360 minutes per week with Beginning and Intermediate level students; 180 minutes per week with Advanced level students            Benchmark- Explorer Program for ELLs            NYSESLAT preparation materials  <u>Professional Development:</u>            In class modeling, demonstrations and coaching, inter visitations and intra visitations, monthly faculty conferences, grade conferences, staff development days, common prep planning periods, bi-weekly professional development periods are provided for teachers, study groups after school, staff development through professional literature, Inquiry Team, Teachers College Staff Developers, attending workshops at Teachers College.            Providers: Literacy Coach, Reading Teachers, Professional Development Team, Teachers College Staff Developers, ELL Teachers  <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</p>

	<p>workshops, parent / teacher conferences.</p> <p><u>Assessments:</u>  Reading and Writing Checklists, Reading and Writing Conferences, Teachers College Reading Assessments, AIS program assessment tools, Predictive and Instructionally Targeted Assessments, ELL Periodic Assessments standardized test scores for ELA and NYSESLAT.  Implementation Timeline: Reading Workshop and Writing Workshop – daily - 150 minute literacy block– September to 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  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  Materials – Title III  Support Teachers – Title III</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 K-5 – September/November/ March/ June  NYS ELA test - April  NYSESLAT – May  Running Records- monthly  Guided Reading Levels- monthly  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  Predictive Assessments – 2 times per year  Instructionally Targeted Assessments – 2 times per year  ELL Periodic Assessments – 2 times per year</p>

## **REQUIRED APPENDICES TO THE CEP FOR 2010-2011**

**Directions:** All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

**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: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT FOR ALL SCHOOLS**

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

**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	15	10	N/A	N/A	70			
1	48	44	N/A	N/A	84			
2	44	47	N/A	N/A	68			
3	49	55	N/A	N/A	64			
4	69	64	59	87	87			4
5	51	55	2	48	68			
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**

<p>Name of Academic Intervention Services (AIS)</p>	<p><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.).</p>
<p><b>ELA: Reading:</b> AIS – During the school day and extended day</p>	<p>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.</p>
<p><b>ELA: Soar to Success</b> During the school day</p>	<p><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.</p>
<p><b>ELA: Early Success</b> During the school day</p>	<p><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.</p>
<p><b>ELA: Reading Recovery</b> During the school day</p>	<p><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.</p>
<p><b>ELA: Great Leaps</b> During the school day</p>	<p><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.</p>
<p><b>ELA: Pacific New Heights</b> During the school day</p>	<p><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.</p>
<p><b>ELA: Wilson Language Training</b> During the school day</p>	<p><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.</p>
<p><b>Mathematics:</b> During the school day and extended day</p>	<p>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 During the school day</b>	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.
<b>Mathematics: Silver Burdett Math Program During extended day</b>	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.
<b>Kaplan Test Preparation (Reading and Math) During the school day and extended day</b>	Kaplan Test Preparation was provided to all students in Grades 3, 4, and 5 in small group settings to prepare for the Statewide tests.
<b>Science: During the school day and extended day</b>	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.
<b>Social Studies: During the school day and extended day</b>	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.
<b>At-risk Services Provided by the Guidance Counselor: During the school day</b>	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.
<b>At-risk Health-related Services: During the school day</b>	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.

**APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)**

*NCLB/SED requirement for all schools*

**Part A: Language Allocation Policy (LAP)** – Attach a copy of your school’s current year (2010-2011) Language Allocation Policy to this CEP.

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**P.S. 134 Language Allocation Policy**

School Year 2010-2011

**I. Language Allocation Policy Team Composition**

Region 6      School P.S. 134      LIS Linda Waite

Principal Debra Ramsaran      Assistant Principal, I.A. Regina Squadrito

Parent Coordinator Betty Lopez      Parent \_\_\_\_\_

Literacy Coach Danielle Valk      Math Coach Jule Marino

ESL Teacher Naheed Chaudhry      ESL Teacher Danielle Tesoriero

Reading Teacher Karen Ander      Reading Teacher Maryellen Walsh

Guidance Counselor Diane Washington      Related Service Provider Susan Weber

## **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 (471), with an ELL population of seventy six (76). The resulting percentage of ELL is 16.3%. 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, sixty one (60), have been in the program three years or less. Sixteen students have been in the program for four to six years. Eleven (11) of the ELL students are also special education students. The total ELL population stands at seventy six (76). 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 twelve ELLs and two ELLs were in the Kindergarten Self Contained Special Education class.

Three are classified as Beginners, four Intermediate, one Advanced and six Proficient. The first grade ELL total is seventeen, with five Beginning, two Intermediate, one Advanced and nine Proficient. Second grade has eleven ELLs. Among them, four are Beginning, four are Intermediate, three are Advanced and no students are Proficient. In the third grade, we have fifteen ELLs, four of whom are Beginning, four are Intermediate, six are Advanced and one is Proficient. Fourth grade has twelve ELLs. One is at the Beginning level, two are Intermediate, no students are Advanced and nine Proficient. Fifth grade has eight ELLs. Three are Beginning, one Intermediate, Three Advanced and one Proficient. In total, there twenty (20) students at the Beginning level, seventeen (17) Intermediate, fourteen (14) Advanced and twenty six (26) Proficient.

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 four children scored at Level I, three scored at Level II, one scored at Level III and no child scored at Level IV. One fourth grader scored at Level I, three children scored Level II, two scored at Level III and no child scored at level IV. No fifth graders scored at Level I, three 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 five children scored a Level I, five children scored at Level II, three children scored a Level III and no children scored at Level IV. One fourth grader scored at Level I, four scored at Level II, two scored at Level III and three scored at Level IV. One fifth grader tested at Level I, three fifth graders scored at Level II, four scored at Level III and none scored at Level IV.

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

Fourteen Kindergarteners were administered the test. No students scored at Level I, one scored at Level II, nine students scored at Level III and four students scored a Level IV. Out of the seventeen first graders tested seven scored a Level I, one scored a Level II, six scored a Level III and three

scored a Level IV. Out of the eleven second graders tested eight scored a Level I, one scored a Level II, two scored a Level III and none scored a Level IV. In third grade fifteen students were administered the test. Thirteen scored at Level I and two students scored at Level II. In fourth grade twelve students were administered the test. Ten students scored at Level I, one student scored at Level II, and one student scored at Level III. In fifth grade eight students were administered the test. Six students scored at Level I, one student scored at Level II, and one student scored at Level IV.

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 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 and the network.

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 ELL and ESL strategies. Classroom materials and school-wide 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.

At PS 134 we use Teachers College Reading and Writing Project Assessments to monitor and assess the needs of the ELL students. As part of that program we also use Words Their Way to increase the word knowledge of ELLs. The data shows that the ELL students in the younger grades have a greater ability to learn the language since all students are beginning to learn the basics about the English language. These students score out of NYSESLAT at a higher rate than students who begin schooling in the upper grades. The instructional plan of using a workshop model helps support these students.

### ***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.

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### **Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011**

**Directions:** In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school's approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval.

- There will be no revisions to our school's approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school's approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school's approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school's 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections' II and III below.

#### **Section I. Student and School Information**

Grade Level(s) K-5                      Number of Students to be Served:    76    LEP 76    Non-LEP

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

School Building Instructional Program/Professional Development Overview

#### **Section II. Title III, Part A LEP Program Narrative**

**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. The projected number of students to be serviced are 16 Kindergarten, 9 First Grade, 10 Second Grade, 11 Third Grade, 16 Fourth Grade and 3 Fifth Grade. In the supplemental programs the language of instruction will be English only. The programs to be used are:

**Per Diem Teacher:** a Per Diem certified ESL teacher 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.

**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.

**Wright Group Gear Up for ESL Program:** 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. The technology teacher will provide professional development on using the computer based programs to the certified ESL teachers. 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.

**Section III. Title III Budget**

School: PS 134 BEDS Code: 332200010134

<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 59 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 Salel Gear Up for ESL by Wright Group
<b>Educational Software (Object Code 199)</b>	0	
<b>Travel</b>		

<b>Other</b>		
<b>TOTAL</b>	\$15,000.00	

### 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 provide 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, 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 Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	\$510,817	\$33,719	\$544,536
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$5,109	\$338	\$5,447
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$25,541	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$51,082	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 100%
6. 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.

\* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

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

**Directions:** Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

**Explanation – School Parental Involvement Policy:** 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, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in

collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

***Explanation – School-Parent Compact:*** 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 nine 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

## P.S. 134 School Parental Involvement Policy 2010 -2011

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.

### School – Parent Compact 2010-2011

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 2010-2011.

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; Evening)</li> </ul> </li> <li>• Provide parents with frequent reports on their children’s progress. Specifically, the school will provide reports as follows: <ul style="list-style-type: none"> <li>➤ Individual Student Standardized Test Reports</li> <li>➤ November Report Cards</li> <li>➤ March – Report Cards</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 watch and the amount of video games they play</li> </ul> </li> <li>▪ Participating, as appropriate, in decisions relating to my child’s education</li> <li>▪ Participating in school activities on a regular basis.</li> <li>▪ 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</li> </ul>

- 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 will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
- Provide each parent an individual student report about the performance of their child on the State assessment in English language arts and mathematics.
- Provide each parent timely notice when their child has

- 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>3. Instruction by highly qualified staff for four (4) or more consecutive weeks by a teacher who is not highly qualified with staffed with 100% highly qualified teachers. P.S. 134 awarded an A State Fideg Reganition (5/7 Feb 2017) currently pursuing one. Still others have or are pursuing advanced degrees in a variety of areas (December 2012)</p>	<p>20156 licensed teachers. All teachers are fully licensed. 78% of the teachers have been awarded an A State Fideg Reganition (5/7 Feb 2017) currently pursuing one. Still others have or are pursuing advanced degrees in a variety of areas (December 2012)</p>
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS** 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.

**Section I: Schoolwide Program (SWP) Required Components**

Teachers at P.S. 134 are provided with a great deal of professional support. Administration, as well as Math and Literacy Coaches, the Reading Coach, and the school Reading Leader, are the following components of a Schoolwide Program as required under NCLB. **Note:** as required components, already addressed elsewhere in this plan, you may refer to the page numbers where the responses can be found.

1. **Assessing Student Needs:** Assessments of the trained school that is based on information on the performance of children by relation to the State received to the other students in the Teacher and Standards 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 See Section IV - Needs Assessment, Analysis of Student Achievement, and 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.

2. Schoolwide reform strategies that:  
 a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.

5. Strategies to increase parental involvement through means such as family literacy services.  
 a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.

6. Strategies to increase parental involvement through means such as family literacy services.  
 a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.

The principal uses effective methods and instructional strategies that are based on scientifically-based research that:  
 o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.  
 o Help provide parental and a career view on the principal chooses candidates that will not only mesh with the climate and tone of the school, but also be able to meet the educational needs of historically underserved populations.  
 o Address the needs of all children in the school, but particularly the needs of low-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 will include, but not be limited to, pupil services, parent services, college and career awareness/professional and the integration of academic and technical education programs.  
 o Are consistent with and are designed to implement State and local improvement, if any.

See Section V: School Goals – page 26

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

- Workshops on science, testing and math that involves both parents and their children
- Progress reports - three times per year
- Report cards – three times per year

- Provide buses for Parent Teacher Conferences
  - Concerts and events to showcase the talents of the students
  - Bimonthly calendars to explain curriculum
  - Parent Curriculum Conferences
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, 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 Section II – School Profile - Academic Intervention Services – pages 5 through 6

See Appendix I – Academic Intervention Services (AIS) Summary Form – pages 35 through 37

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.

## **Section II: “Conceptual” Consolidation of Funds in a Title I Schoolwide Program (SWP)**

### ***Explanation/Background:***

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

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

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

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the intent and purposes of the Federal programs included in the consolidation so that the needs of the intended beneficiaries are met.

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA,

Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

**Directions:** In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are “Conceptually” <sup>1</sup> Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes <sup>2</sup> of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	✓			\$510,817.00	✓	22-33
Title I, Part A (ARRA)	Federal	✓			\$33,719.00	✓	22-33
Title II, Part A	Federal	✓			\$127,019.00	✓	22-33
Title III, Part A	Federal	✓			\$15,000.00	✓	22-33
Title IV	Federal						

**Reminder:** To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

**Note:** The **intent and purposes** of the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

IDEA	Federal						
Tax Levy	Local						

**Part D: TITLE I TARGETED ASSISTANCE SCHOOLS**

**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, CORRECTIVE ACTION, OR RESTRUCTURING**

*This appendix must be completed by all schools designated for school improvement under the State's Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.*

**NCLB/SED Status:** \_\_\_\_\_ **SURR<sup>3</sup> Phase/Group (If applicable):** \_\_\_\_\_

### **Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring**

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. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
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. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

### **Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring**

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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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: 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.)

Four 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 your Children First Network.

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

*This appendix will not be required for 2010-2011.*

**Please Note:** Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 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 2010-11)**



**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	P.S. K134					
<b>District:</b>	22	<b>DBN:</b>	22K134	<b>School</b>		332200010134

**DEMOGRAPHICS**

Grades Served:	Pre-K	v	3	v	7	11	
	K	v	4	v	8	12	
	1	v	5	v	9	Ungraded	v
	2	v	6		10		

<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	16	35	36		95.3	95.7	95.4
Kindergarten	79	71	78				
Grade 1	65	81	75	<b>Student Stability - % of Enrollment:</b>			
Grade 2	56	70	84	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	77	62	70		96.0	93.8	90.9
Grade 4	65	86	67				
Grade 5	69	64	85	<b>Poverty Rate - % of Enrollment:</b>			
Grade 6	0	0	0	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	0	0	0		93.2	95.9	95.9
Grade 8	0	0	0				
Grade 9	0	0	0	<b>Students in Temporary Housing - Total Number:</b>			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		3	8	9
Grade 12	0	0	0				
Ungraded	0	2	2	<b>Recent Immigrants - Total Number:</b>			
Total	427	471	497	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					4	6	0

<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	0	8	16	Principal Suspensions	4	0	1
# in Collaborative Team Teaching (CTT) Classes	37	32	34	Superintendent Suspensions	0	1	3
Number all others	14	18	15				

*These students are included in the enrollment information above.*

<b>Special High School Programs - Total Number:</b>			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants	0	0	0
Early College HS Program Participants	0	0	0

<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				<b>Number of Staff - Includes all full-time staff:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	40	42	44
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	6	7	6
# receiving ESL services only	52	68	TBD				
# ELLs with IEPs	0	12	TBD	Number of Educational Paraprofessionals	0	1	6

*These students are included in the General and Special Education enrollment information above.*

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	75.0	64.3	79.5
				% more than 5 years teaching anywhere	40.0	42.9	52.3
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	78.0	74.0	86.4
American Indian or Alaska Native	0.0	0.0	0.0	% core classes taught by "highly qualified" teachers	100.0	98.8	100.0
Black or African American	41.0	32.1	30.6				
Hispanic or Latino	27.6	25.3	27.0				
Asian or Native Hawaiian/Other Pacific	17.3	22.5	22.9				
White	13.1	18.7	19.1				
<b>Male</b>	44.0	49.7	49.5				
<b>Female</b>	56.0	50.3	50.5				

#### 2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
				v	v	v	v

#### NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

<b>SURR School (Yes/No)</b>		If yes,					
-----------------------------	--	---------	--	--	--	--	--

#### Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase			Category		
	In Good		v	Basic	Focused	Comprehensive
	Improvement Year 1					
	Improvement Year 2					
	Corrective Action (CA) – Year					
	Corrective Action (CA) – Year					
	Restructuring Year 1					
	Restructuring Year 2					
	Restructuring Advanced					

#### Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>		<u>Secondary Level</u>
ELA:	v	ELA:
Math:	v	Math:
Science:	v	Graduation Rate:

#### This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			
Student Groups	ELA	Math	Science	ELA	Math	Grad Rate**	Progress Target
<b>All Students</b>	v	v	v				
<b>Ethnicity</b>							

American Indian or Alaska Native							
Black or African American	v	v	-				
Hispanic or Latino	v	v	-				
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	-	-	-				
Multiracial							
Students with Disabilities	v	v	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	v	v					
<b>Student groups making</b>	<b>5</b>	<b>5</b>	<b>1</b>				

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2009-10</b>		<b>Quality Review Results – 2009-10</b>					
<b>Overall Letter Grade:</b>	A	<b>Overall Evaluation:</b>					NR
<b>Overall Score:</b>	64.8	<b>Quality Statement Scores:</b>					
<b>Category Scores:</b>		Quality Statement 1: Gather Data					
School Environment:	9.4	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	17.4	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	36						
<i>(Comprises 60% of the</i>							
Additional Credit:	2						

<b>KEY: AYP STATUS</b>		<b>KEY: QUALITY REVIEW SCORE</b>					
v = Made AYP		U = Underdeveloped					
vSH = Made AYP Using Safe Harbor Target		UPF = Underdeveloped with Proficient Features					
X = Did Not Make AYP		P = Proficient					
– = Insufficient Number of Students to Determine AYP		WD = Well Developed					
		NR = Not Reviewed					

\* = 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.*

\*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

## Part I: School ELL Profile

### A. Language Allocation Policy Team Composition

Network Cluster <b>CFN 409</b>	District <b>22</b>	School Number <b>134</b>	School Name <b>PS 134</b>
Principal <b>Debra Ramsaran</b>		Assistant Principal <b>Regina Squadrito</b>	
Coach <b>Danielle Valk</b>		Coach <b>Jule Marino</b>	
Teacher/Subject Area <b>Naheed Chaudhry/ESL</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>Danielle Tesoriero/ESL</b>		Parent Coordinator <b>Betty Lopez</b>	
Related Service Provider <b>Susan Weber</b>		Other <b>type here</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. Press TAB after each number entered to calculate sums and percentages.

Number of Certified ESL Teachers	<b>2</b>	Number of Certified Bilingual Teachers	<b>0</b>	Number of Certified NLA/Foreign Language Teachers	<b>0</b>
Number of Content Area Teachers with Bilingual Extensions	<b>0</b>	Number of Special Ed. Teachers with Bilingual Extensions	<b>0</b>	Number of Teachers of ELLs without ESL/Bilingual Certification	<b>0</b>

### C. School Demographics

Total Number of Students in School	<b>458</b>	Total Number of ELLs	<b>65</b>	ELLs as Share of Total Student Population (%)	<b>14.19%</b>
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## Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of 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).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs;

description must also include any consultation/communication activities with parents in their native language.

5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

Paste response to questions 1-6 here

1. The certified ESL teacher has parents of all new admits complete a Home Language Identification Survey within the first ten days of school. 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. An informal oral interview is given to students in English and in their native language. The certified ESL teacher conducts the interviews in English and in Urdu. Other school personnel administer the informal interview in the child's native language. 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. Within the first ten school days the student is administered the LAB-R. The students are given the LAB-R test in English by the certified ESL teacher. If the student is Spanish speaking they are administered the Spanish LAB-R by a Spanish speaking teacher in the school. The name of the pedagogue that administers the LAB-R is Ms. N. Chaudhry. She is a certified ESL teacher. Within the school we have teachers that speak: Spanish, Urdu, Chinese, Russian, Haitian Creole, Bengali, French, Hebrew, Yiddish, Hindu, Hungarian, Greek, Italian, Polish, Punjabi, and Ukranian. These languages cover the student population at the school. The NYSESLAT is administered by the certified ESL teacher. The speaking component is administered individually by the certified ESL teacher. The reading, writing and listening components are administered based upon grade levels and other accommodations such as special education. The information obtained from the LAB-R is used to determine the amount of time students are seen by the certified ESL teacher. Students who score at the beginning and intermediate levels receive 360 minutes of instruction per week and students who score at the advanced level receive 180 minutes of instruction per week. The NYSESLAT results are used by the classroom teacher to provide support in the areas of listening, speaking, reading, writing, vocabulary development and grammar.

2. 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.

3. 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. At this time we have never had a parent not return the form.

4. 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.

5. Reviewing the Parent Surveys and Program Selection forms shows parents continue to overwhelmingly favor the freestanding ESL program. The data from the parent selection forms show that the parents chose to stay at PS 134 because they are in favor of the freestanding ESL program.

6. 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. 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.

## Part III: ELL Demographics

### A. ELL Programs

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

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

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

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

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	65	Newcomers (ELLs receiving service 0-3 years)	58	Special Education	10
SIFE	5	ELLs receiving service 4-6 years	7	Long-Term (completed 6 years)	0

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

	ELLs by Subgroups									Total	
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education		
<b>TBE</b>											0
<b>Dual Language</b>	58	5	7	7		3					65
<b>ESL</b>											0
<b>Total</b>	58	5	7	7	0	3	0	0	0		65

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	9	10	11	12	TOTAL
Spanish														0
Chinese														0

**Transitional Bilingual Education**

**Number of ELLs by Grade in Each Language Group**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														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)**

**K-8**

**Number of ELLs by Grade in Each Language Group**

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	<b>0</b>																			

**Dual Language (ELLs/EPs)**

**9-12**

**Number of ELLs by Grade in Each Language Group**

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									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 languages):

Number of third language speakers:

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

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	6	5	2	2	3									18
Chinese														0
Russian	3	2	2		1	2								10
Bengali	2		1	1	1									5
Urdu	2	1		2		1								6
Arabic			1	1	2									4
Haitian			3	3	4									10
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	4	1	1	1	5									12
<b>TOTAL</b>	<b>17</b>	<b>9</b>	<b>10</b>	<b>10</b>	<b>16</b>	<b>3</b>	<b>0</b>	<b>65</b>						

## Part IV: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered?
    - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
    - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
  2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
    - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
  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.
  4. How do you differentiate instruction for ELL subgroups?
    - a. Describe your instructional plan for SIFE.
    - 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.
    - c. Describe your plan for ELLs receiving service 4 to 6 years.
    - d. Describe your plan for Long-Term ELLs (completed 6 years).
    - e. Describe your plan for ELLs identified as having special needs.
1. a. 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. We use materials written in English recommended by the Department of Education. These materials

include: leveled books, paired books (fiction and nonfiction), ELL instruction books such as Gear Up by the Wright Group, listening center materials and NYSESLAT test preparation books. The school tries to encourage the use of English when students are speaking, reading and writing however when language is a barrier students are paired with other students that speak their native language.

b. The Kindergarten ELLs receive daily ESL instruction in the self-contained classroom. The self-contained ESL class receives instruction using the workshop model 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. Students in grades 1-5 have a pull out program. This program is a heterogeneous model.

2. 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. Kindergarten students are in a self contained program where they receive a full day of instruction from a certified ESL teacher. Students in grades 1-5 are in a pull out program where the certified ESL teacher groups the students based upon their proficiency level. Based on their proficiency level students are pulled with other children within their grade and/or with children in consecutive grades. The beginning and intermediate students receive 360 minutes of instruction throughout the week and the advanced students receive 180 minutes of instruction throughout the week.

3. 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. Students use leveled nonfiction texts throughout the day. The teacher embeds grade appropriate content area instruction in her reading and writing program. The teacher uses a workshop model to deliver instruction. The teacher uses a combination of vocabulary development, visual supports and technology to enhance student learning.

4. a. 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.

b. 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. Students are grouped according to their level. Teachers determine what the students need most support in and what is holding them back. Beginning level students receive more modeled and guided support, more basic vocabulary development, more visual supports, lower level texts, and more hands on manipulatives. Intermediate level students are asked more advanced type of questions, given higher level texts, receive less picture support, are taught more Tier 2 words, and are engaged in more discussion and partner work. Advanced level students receive more individual activities, learn Tier 3 words, are given advanced level texts, receive advanced comprehension strategies, are engaged in more partner work and discussions, extend their learning through writing and are expected to transfer learning to all subject areas.

c. For ELLs receiving services for four to six years, 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.

d. 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.

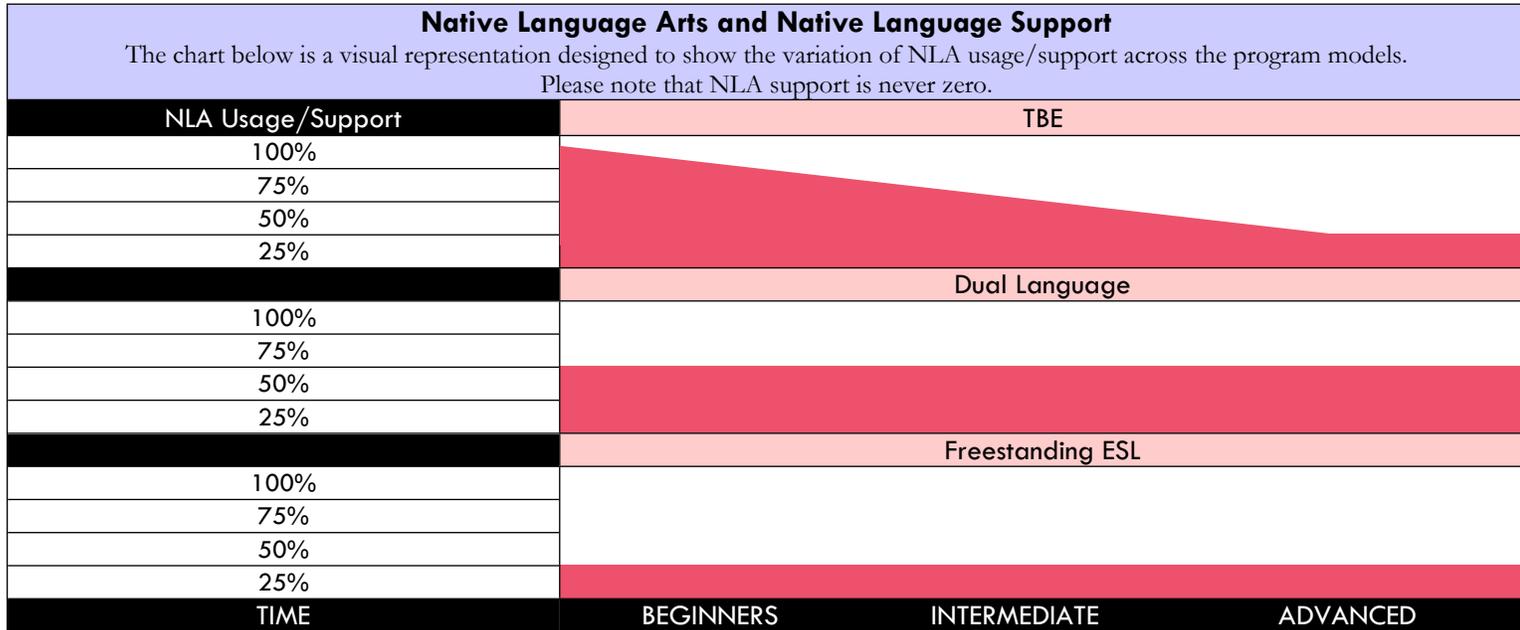
e. At P.S. 134, we find that students with special needs remain in the ESL program longer than their peers who do not receive additional services. Their monolingual classrooms have a dedicated Special Education Teacher for continuous support throughout their school day. The Guidance Counselor tracks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

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

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week

<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day
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<b>NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12</b>			
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



**B. 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.
14. What language electives are offered to ELLs?

5. 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. 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. 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. 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. We have two Title III teachers that support K-5 students in all subject areas. We have reading teachers who support students by pulling them into small groups in ELA, Math and during Extended Day. Students are pulled into small groups for instruction in the content areas. Cluster teachers in the content areas also provide added support to ELL students.

6. 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. Former ELLs receive time and a half and separate locations as testing modifications.

7. Wright Group Gear Up for ESL Program: 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. The certified ESL teacher will begin to use the Language Acquisition Checklist as a form of assessment. She is now in a Teachers College ELL Specialty Group. In this group she collaborates with other teachers, intervisits other schools, and learns new methods and teaching ideas. She transfers this new learning to her teaching. Other teachers such as the reading teachers are also learning strategies to use with ELLs.

8. ELL students that are discontinued will receive support within the classroom by learning through small group instruction and individual conferences that will target their particular strengths and needs. These students will also receive services from the AIS support staff and through Extended Day.

9. 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. The ELL students also receive support services from the ESL teacher during Extended Day. 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. In the classroom ELLs fully participate in all curriculum areas throughout the school day. The school follows a workshop model in all curriculum areas including content area instruction. The workshop model means that instruction is differentiated based on the particular level of each student. Therefore ELLs participate in whole class instruction and small group instruction based on their common needs. Individual instruction is based on individual student's strengths and

needs. ELLs participate in all cluster programs, go on all trips, participate in Extended Day and are involved in all school celebrations (concerts, dance festivals). Our holiday concerts reflect the students' cultures. We use multicultural books that reflect the ethnic populations in our school. We encourage students to share what they know about their own culture with others.

10. 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.

11. 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.

12. 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. 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. We purchased leveled texts, high interest low readability texts and fiction/nonfiction pair it books. We look at the content area standards to see the topics that need to be covered in each grade level. Materials are purchased at different readabilities. Students in grades K-2 are engaged in a variety of literacy centers. These centers also support their listening and speaking skills.

13. 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.

14. 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. 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.

### C. 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)?

Paste response to questions 1-5 here

### D. 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 (including non-ELL teachers) as per Jose P.

1. Through professional development, all 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 and the network. The certified ESL teacher attends a Teachers College Specialty Group. In addition to this, staff members attend Teachers College Calendar Days geared to ESL instruction. Administrators and staff members attend these workshops. Staff members turnkey this information at grade conferences and faculty conferences. All staff members, including the psychologist and speech teacher attend these conferences. Every other week teachers meet by grade to create monthly curriculum maps. These curriculum maps, in all content areas, are shared with the ESL teacher who then uses these maps to align her instruction. The ESL teacher incorporates the ESL teaching methodologies. Teacher teams meet for extended day to analyze the needs of the ESL students and discuss best practices. The ESL teacher provides insight at these meetings. The ESL teacher receives information on ways to incorporate technology (SMARTBoard, BrainPop, etc.) and shares this information with all staff members. On Election Day we focused on looking at the Common Core Standards and how these standards translate to ESL students. On Brooklyn Queens Day we will continue this work. We hold meetings on the interpretation of the NYSESLAT data, reviewing the components of the test and develop a plan to prepare students for the challenges of the test.

2. The Guidance Counselor works with the ESL teachers to support ELLs as they transition to middle school. The Guidance Counselor and the Pupil Support teacher work with the parents in conjunction with the Parent Coordinator and staff members to help parents with the middle school application process. This support team helps parents and students decide which schools suit them best. Translation services are provided.

3. We do this through Teachers College Professional Development. The ELL teachers also provide development to the other teachers. Through grade conferences, professional development days, Teachers College workshops, and Teachers College Staff Developers, strategies for teaching ELLs are shared. The Teachers College Staff Developers are providing 19 days of staff development at the school.

### E. 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?

1. PS 134 strives to include parents in all aspects of their children's learning, including parents of ELLs. In the beginning of the year the parents are invited to Classroom Curriculum Conferences. Parents are also invited to observe teacher lessons, attend workshops in ELA and Math, participate in Family Night activities and are invited to attend several parent meetings that are planned around their topics of interest. They are also invited to school wide and individual classroom celebrations. Translation services are provided throughout all activities in various languages that are needed. Information prior to these events is also sent home in various languages. Teachers College also provides parents opportunities to participate in parent workshops. Unfortunately, parents do reside far from the school and this limits parent involvement.

2. We partner with Amerigroup which is a health based organization and Cook Shop.

3. We do this through a needs assessment and feedback given to the parent coordinator.

4. We address the needs of the parents based on feedback from the meetings that we conduct as well as from the observed needs of the students. The Parent Coordinator greets parents in the morning. She provides translation services at workshops, she researches and provides answers to questions that parents have, and she works closely with the Parents' Association to receive feedback from them.

## Part V: Assessment Analysis

### A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	12	3	7	3	5	1								31
Intermediate(I)	5	5	2	4	4	2								22
Advanced (A)		1	1	3	7									12

Total	17	9	10	10	16	3	0	0	0	0	0	0	0	65
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NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B			4	1									
	I		3	2	2	5	2							
	A		4	2		3	1							
	P		8	11	7	8	9							
READING/ WRITING	B		3	6	3	4	1							
	I		4	2	4	4	2							
	A		1	1	3	7								
	P		7	10		1	9							

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	7		5		3				15
4	1		4		3		3		11
5									0
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	1		2		1		8		12
8									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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	
5									0
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. 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?
5. 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?
6. Describe how you evaluate the success of your programs for ELLs.

1. We use TCRWP Assessments. 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. In Kindergarten, the self-contained ESL class has twelve ELLs and two ELLs were in the Kindergarten Self Contained Special Education class. Three are classified as Beginners, four Intermediate, one Advanced and six Proficient. The first grade ELL total is seventeen, with five Beginning, two Intermediate, one Advanced and nine Proficient. Second grade has eleven ELLs. Among them, four are Beginning, four are Intermediate, three are Advanced and no students are Proficient. In the third grade, we have fifteen ELLs, four of whom are Beginning, four are Intermediate, six are Advanced and one is Proficient. Fourth grade has twelve ELLs. One is at the Beginning level, two are Intermediate, no students are Advanced and nine Proficient. Fifth grade has eight ELLs. Three are Beginning, one Intermediate, Three Advanced and one Proficient. In total, there twenty (20) students at the Beginning level, seventeen (17) Intermediate, fourteen (14) Advanced and twenty six (26) Proficient.

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. 70% of students scored at the beginning range of the LAB-R. The remaining 30% are at a higher level. The LAB-R is overwhelmingly administered to kindergarten students and other ESL students entering school for the first time.

3. We need to increase our focus on reading and writing.

4. a. Fourteen Kindergarteners were administered the test. No students scored at Level I, one scored at Level II, nine students scored at Level III and four students scored a Level IV. Out of the seventeen first graders tested seven scored a Level I, one scored a Level II, six scored a Level III and three scored a Level IV. Out of the eleven second graders tested eight scored a Level I, one scored a Level II, two scored a Level III and none scored a Level IV. In third grade fifteen students were administered the test. Thirteen scored at Level I and two students scored at Level II. In fourth grade twelve students were administered the test. Ten students scored at Level I, one student scored at Level II, and one student scored at Level III. In fifth grade eight students were administered the test. Six students scored at Level I, one student scored at Level II, and one student scored at Level IV.

b. We use the results of the ELL Periodic Assessments to form small groups and differentiate learning. The administration and a team of teachers analyze results to determine students' strengths and needs. This data then reveals the targeted instruction that the students will receive in their area(s) of need both in the classroom and with the certified ESL teacher. ELLs take the Periodic Assessments in English. Students who enter the school close to the NYS Math Test take the test in their native language.

c. We are learning that the students need more work in Reading and Writing and the students do better in other components.

5. N/A

6. We do this through NYSESLAT scores, ELA scores, formative assessments and student work.

**Additional Information**

## Additional Information

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

Paste additional information here

## Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		

	Other		
	Other		
	Other		
	Other		