



PS 134M

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: 01M134
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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 134 **SCHOOL NAME:** The Henrietta Szold School

SCHOOL ADDRESS: 293 East Broadway, NY NY 10002

SCHOOL TELEPHONE: 212-673-4470 **FAX:** 212-475-6142

SCHOOL CONTACT PERSON: Loretta Caputo **EMAIL ADDRESS:** lcaputo@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Kim Long

PRINCIPAL: Loretta Caputo

UFT CHAPTER LEADER: Karen Fine

PARENTS' ASSOCIATION PRESIDENT: Marisol Rosas

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 1 **CHILDREN FIRST NETWORK (CFN):** 206

NETWORK LEADER: Ada Cordova

SUPERINTENDENT: Daniella Phillips

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
Loretta Caputo	*Principal or Designee	
Patricia Purvis	*UFT Chapter Chairperson or Designee	
Marisol Rosas	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Pamela Casal	Assistant Principal	
Kim Long	Member	
Mai Koyo	Member/ESL Teacher	
June Valentin	Member/Paraprofessional	
Casey Corey	Member/Special Education Tchr.	
JoEllen Schuleman	Member/Out-of-Classroom Tchrs.	
Guillermo Serrano	Member/Parent	
Cindy Esperanza	Member/Parent	
Sarah Williams	Member/Parent	
Maria Casiano	Member/Parent	

Veronica Ortiz	Member/Parent	
Gloria Ruiz	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.

PS 134 is a growing elementary school located on the historic Lower East Side of Manhattan. The students range in age from four-year olds in our Pre-kindergarten classes to eleven year-olds in our fifth grade classes.

The school wide focus is enriching the "Whole Child". Literacy and math are presented in the Workshop Model format, both in the classroom and in small group instruction with specialists for Academic Intervention and Enrichment. Each student in grade Pre-kindergarten through the fifth grade is involved in an inquiry-based science curriculum. The students in Pre-kindergarten through second grade work with a science specialist both in their classroom and in the Science Resource Room. Students in grades three, four and five work with a second science specialist in the Science Lab. Each class has one double period of science in the Lab each week to conduct explorations and experiments. They also have a third period in the Lab each week. In addition, both science specialists collaborate with classroom teachers and the Science Staff Developer to provide additional articulated science instruction in the classroom. Each and every class and student participates in a Spring Science Fair which highlights individual interests in a variety of scientific areas. Each student has at least one period per week of physical education with a licensed Physical Education teacher. The curriculum includes completion of a "Fitness Gram" for each student. Students also receive weekly Dance instruction from a licensed Dance teacher in a state-of-the-art Dance studio. The Dance instructor collaborates with the classroom teachers to create dances tied to the current unit of study in science and social studies. The dances learned are presented during Parent Breakfasts, Holiday Assemblies at the June Recital. Students across the grades receive fine art instruction and participate in multiple art fairs throughout the school year.

All classroom teachers and out-of classroom specialists participate in a rich, diversified and rigorous on-going professional development program. Teachers are supported in their literacy instruction through Teacher's College staff developers and by attending multiple Calendar Days throughout the year. The teachers select the course of study each year that enriches their instructional practice. The City University of New York Math in the City program provides enriched math support to classroom teachers. The teachers attend seminars during the summer and workshops during the school year in addition to working with the math coach and the Math in the City staff developer to design and present "context of learning" lessons. The science staff developer provides side-by-side coaching to our science specialists and classroom teachers. In addition, the science specialists attend a myriad of workshops to hone their skills. The physical education teacher and the dance teacher attend workshops throughout the year that enhance their programs and instructional practices.

Two licensed English-as-a-Second Language teachers provide mandated and enriched instruction to eligible students. In addition, they sponsor workshops for parents and both design and implement an after-school program for eligible students. PS 134 is a city-wide model for ESL exemplary instruction. The ESL and classroom teachers implement a co-teaching model following the science and social studies current units of study.

After-school Enrichment Clubs provide further opportunities for all students to explore their interests and talents. Students and teachers create and complete "Interest Inventories" to decide club choices.

Some choices have been: Spanish, French, Yoga, Reader's Theater, Chorus, Dances of the World, Science Explorations, Cooking and Jewelry Making. The Enrichment Club products are showcased on bulletin board, during Enrichment Club assemblies and at parent breakfasts. Daily school attendance has improved significantly since the inception of Enrichment Clubs.

PS 134 enjoys a partnership with Third Street Music School. Students are involved in Chorus and Music and Movement Classes provided by professional artists. Students participate in a variety of activities in our school garden, also known as our extended classroom. These activities are created in collaboration with the classroom teachers, the science specialist, the science staff developer and the members of the Hester Street Collaborative Partnership. This work has resulted in a grant for an after-school program to investigate life cycles of crops and plants. Girls in grades three, four and five participate in an after-school program entitled Girls on the Run. They participate in two 5K races, one in the Winter and one in the Spring. All students have the opportunity to participate in a recess program sponsored by Asphalt Green.

The parent community is an important component to the PS 134 culture. Parents are active as Learning Leaders, Parent Association and School Leadership Team members and classroom volunteers. Parents are active and participate in all aspects of our school day. Parents also participate in Family Math Mornings throughout the school year, as well as Parent Workshops across curricula areas and grade levels. These workshops assist parents in understanding the content and the process of their child's learning across all areas.

The PS 134 community has developed a repertoire of traditions. Homecoming is celebrated in November and highlights everyone's love of our school through prose, poetry, song and theater. Parents, staff and students all participate in the week long activities. Math Month is celebrated during the month of February. The entire faculty and student body devotes each day to a new and unique exploration of mathematics. Parents come to Game Day, read a math book day and twenty other special days. Spirit Day is celebrated on the 134th day of school. The entire school community presents a variety of academic and artistic products that celebrate our uniqueness and varied talents. All families participate in the Penny Harvest, tying the collection process to math charts and word problems.

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.

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2011-2B - January 2011)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT											
School Name:	P.S. 134 Henrietta Szold										
District:	1	DBN:	01M134	School BEDS Code:	310100010134						
DEMOGRAPHICS											
Grades Served:	Pre-K	√	3	√	7	11					
	K	√	4	√	8	12					
	1	√	5	√	9	Ungraded	√				
	2	√	6		10						
Enrollment				Attendance - % of days students attended :							
<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	36	32	37				91.5	93.7	91.8		
Kindergarten	58	52	60								
Grade 1	58	56	55	Student Stability - % of Enrollment :							
Grade 2	50	55	56	<i>(As of June 30)</i>			2007-08	2008-09	2009-10		
Grade 3	58	46	54				90.2	94.2	87.3		
Grade 4	70	62	39								
Grade 5	57	65	66	Poverty Rate - % of Enrollment :							
Grade 6	0	0	0	<i>(As of October 31)</i>			2008-09	2009-10	2010-11		
Grade 7	0	0	0				77.8	90.4	86.6		
Grade 8	0	0	0								
Grade 9	0	0	0	Students in Temporary Housing - Total Number :							
Grade 10	0	0	0	<i>(As of June 30)</i>			2007-08	2008-09	2009-10		
Grade 11	0	0	0				3	14	20		
Grade 12	0	0	0								
Ungraded	4	8	4	Recent Immigrants - Total Number :							
Total	391	376	371	<i>(As of October 31)</i>			2007-08	2008-09	2009-10		
									1	2	5
Special Education Enrollment:				Suspensions (OSYD Reporting) - Total Number:							
<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	25	23	26	Principal Suspensions			3	2	0		
# in Collaborative Team Teaching (CTT) Classes	0	4	7	Superintendent Suspensions			1	1	0		
Number all others	27	27	22								
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:							
						<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
English Language Learners (ELL) Enrollment:				Number of Staff - Includes all full-time staff:							
<i>(BESIS Survey)</i>				<i>(As of October 31)</i>			2007-08	2008-09	2009-10		
<i>(As of October 31)</i>	2008-09	2009-10	2010-11								
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers			32	32	38		
# in Dual Lang. Programs	0	0	TBD								
# receiving ESL services only	43	45	TBD								

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2011-2B - January 2011)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	3	9	TBD	Number of Administrators and Other Professionals	11	12	5
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	4	5	11
Overage Students (# entering students overage for grade)				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	81.3	81.3	76.3
				% more than 5 years teaching anywhere	43.8	46.9	76.3
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher			
(As of October 31)	2008-09	2009-10	2010-11	% core classes taught by "highly qualified" teachers (NCLB/SED)	94.0	84.0	84.2
American Indian or Alaska Native	0.8	0.3	0.0		100.0	100.0	100.0
Black or African American	20.7	18.6	19.7				
Hispanic or Latino	56.5	56.6	54.2				
Asian or Native Hawaiian/Other Pacific Isl.	20.2	22.3	25.3				
White	1.0	1.9	0.8				
Male	46.3	48.9	47.2				
Female	53.7	51.1	52.8				
2009-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:	2007-08	2008-09	2009-10	2010-11			
	√	√	√	√			
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School (Yes/No)	If yes, area(s) of SURR identification:						
Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:							
	Phase			Category			
	In Good Standing (IGS)	√	Basic	Focused	Comprehensive		
	Improvement Year 1						
	Improvement Year 2						
	Corrective Action (CA) – Year 1						
	Corrective Action (CA) – Year 2						
	Restructuring Year 1						
	Restructuring Year 2						
	Restructuring Advanced						

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2011-2B - January 2011)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
Individual Subject/Area AYP Outcomes:							
<u>Elementary/Middle Level</u>				<u>Secondary Level</u>			
ELA:		√		ELA:			
Math:		√		Math:			
Science:		√		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
All Students	√	√	√				
Ethnicity							
American Indian or Alaska Native	-	-	-				
Black or African American	√	√	-				
Hispanic or Latino	√	√					
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	-	-					
Multiracial							
Students with Disabilities	√sh	√	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	√	√					
Student groups making AYP in each subject	5	5	1				
CHILDREN FIRST ACCOUNTABILITY SUMMARY							
Progress Report Results – 2009-10				Quality Review Results – 2009-10			
Overall Letter Grade:	B			Overall Evaluation:	P		
Overall Score:	54.2			Quality Statement Scores:			
Category Scores:				Quality Statement 1: Gather Data	P		
School Environment:	4.9			Quality Statement 2: Plan and Set Goals	P		
<i>(Comprises 15% of the Overall Score)</i>				Quality Statement 3: Align Instructional Strategy to Goals	UPF		
School Performance:	4.1			Quality Statement 4: Align Capacity Building to Goals	P		
<i>(Comprises 25% of the Overall Score)</i>				Quality Statement 5: Monitor and Revise	P		
Student Progress:	41.4						
<i>(Comprises 60% of the Overall Score)</i>							
Additional Credit:	3.8						
KEY: AYP STATUS				KEY: QUALITY REVIEW SCORE			
√ = Made AYP				U = Underdeveloped			
√ ^{SH} = 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							

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?
-

A comprehensive review of our educational program included analyzing formal and informal class data such as TCRWP running records that include comprehension as well as fluency information, conference notes during reading "Just Right Books", both fiction and non-fiction, Words Their Way, the DRA-given to every new student who enters grade first through fifth, the QRI – to further identify needs of struggling students, the ELA and Math ITA predictive assessments, on-demand writing review and analysis, the results of the prior year NYS ELA, Math and Science assessments, ARIS. In addition, the data and information from the School Report Cards, the Progress Reports, the Quality Review and the Quality Review Self-Assessment were reviewed and analyzed.

Our **Quality Review** noted that professional collaboration is embedded in the school. During grade-level conferences and team meetings, teachers engage in discourse about their practice. Agendas are purposeful and aligned with the school's goals and curricula. Using an inquiry approach, "our" teachers analyze assessments, reflect and evaluate their practice and make adjustments accordingly. Teachers who participated in weekly grade-level math meetings with the Math Coach reported feeling supported and better prepared to provide differentiated instruction to learners at all levels. An additional related accomplishment was participation in rigorous mathematical professional development through Mathematics in the City Learning Communities by the majority of classroom teachers as well as our Special Education Teacher Support Specialist. They received training to deepen their understanding of math content as well as content pedagogy and were exposed to current best practice in developing rich, dialogic, math talk in the classroom.

Our present need in **Math** is to capitalize on this year's professional development experiences and grade level meeting successes in order to build capacity for implementation and teacher leadership throughout the building. To address that need, the following will be implemented:

- Regular grade level meetings with the Math Coach will continue.
- Selected teachers will participate in Mathematics in the City Advanced Level Learning Communities.
- Our Second Grade teachers will host 8 meetings across the year for the Mathematics in the City Learning Community, serving as lab-sites for continued study of best practice.
- Two classroom teachers have been selected for development as Math Teacher Leaders.

One of our accomplishments involves the implementation of the TERC Investigations curriculum in Kindergarten through Third Grade. This curriculum enabled us to support student learning by honing

instructional focus on each content area for more sustained periods of time, utilizing suggested lesson modifications to accommodate students in need of enrichment, intervention, and/or language support, and tracking student progress towards clear benchmarks in each unit of study. Teachers worked in inquiry teams to ensure that instruction would be aligned to New York State Standards, and designed pre-assessments for each unit that provided data on which targeted, differentiated instruction was based.

Our present need is to expand this work to the Fourth and Fifth Grades, and to use information learned from this year's initial experience of implementing TERC Investigations to refine use of this program in the coming year. To address that need, the following will be implemented:

- Teachers of the Fourth and Fifth grade will work in inquiry teams to ensure that instruction will be aligned to the Common Core State Standards, and to design pre-assessments for each unit to provide data on which targeted, differentiated instruction can be based.
- Each grade will follow a revised Scope and Sequence Pacing Guide developed in June 2010 reflecting pacing and emphasis concerns that arose in the first year of implementation.
- Qualitative data regarding student performance on standardized Periodic Interim Assessments and the NYS Math Test will be closely analyzed in order to gauge impact of implementation of TERC Investigations. Analysis will be particularly focused on students in Grade 4, for whom baseline data from 2009-2010 is available for comparison and growth data, and who will be receiving their second year of TERC Investigations instruction.

A second need is to continue the work of all teachers to improve the comprehension and vocabulary across all populations, Level 1 and Level 2 students as well as ELLs and students with special needs. The content-area Read-Aloud will focus on rich Tier II and Tier III vocabulary and the ability to deconstruct and reconstruct the information to build comprehension. In addition, the first grade teacher in collaboration with the lower school ESL teacher, will co-teach the science curriculum. This group of students participated in the same model during their Kindergarten year. Longitudinal data is being gathered.

- Teachers of the Kindergarten, First and Second grade students will work in inquiry teams to ensure that instruction will be aligned to the Common Core State Standards. Pre and post assessments for each unit of study will be designed to inform on-going instruction in the areas of independent and guided reading.
- In the co-teaching model, the ESL teacher and the classroom teacher will work in an additional inquiry team to ensure that instruction will be aligned to the Common Core State Standards. Pre and post assessments for each unit of study will be designed to inform on-going instruction in the areas of independent and guided reading for our ELL students.

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.

1. By June 2011 the mathematics instructional capacity of our school will be maximized by the addition of 2 trained Math Teacher Leaders. These teachers will demonstrate capacity for serving as a Math Teacher Leader— 1) showing deepened content pedagogy as measured by informal lesson observations administered weekly and formal lesson observations administered every 3 months, and 2) showing competence in leadership skills as measured by formal observation of facilitation of grade-level meetings administered every 3 months.

2. By June 2011 instruction in mathematics for all students K-5 will be implemented through targeted, purposeful, differentiated use of TERC Investigations, and will reflect analysis of data collected from ongoing pre-assessments of students' knowledge in each mathematical strand.

3. By June 2011 the Literacy instructional capacity of our school will be maximized by the addition of 2 trained Co-teaching Literacy Teacher Leaders as well as the creation of a Vertical Alignment Team that will work in coming years to establish a common vision for Read-Aloud and vocabulary instruction and create lower school-wide tools such as K-2 Vocabulary Benchmarks, and K-2 Accountable Talk Expectations. The Vertical Alignment Team will be comprised of the lower grade ESL teacher working with the teachers in K, 1 and 2 and the upper grade ESL teacher working with the teachers in grades 3 through 5 across general and special education populations.

4. By June 2011 instruction in Literacy for all students K-2 will be implemented through targeted, purposeful, differentiated use of select content area Read-Alouds, and will reflect analysis of data collected from ongoing pre-assessments of students' knowledge of each literacy strand.

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: Mathematics

Building Capacity for Teacher Leadership

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, two teachers will demonstrate capacity for serving as a Math Teacher Leader— 1) showing deepened content pedagogy as measured by informal lesson observations administered weekly and formal lesson observations administered every 3 months, and 2) showing competence in leadership skills as measured by formal observation of facilitation of grade-level meetings administered every 3 months.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Two teachers will collaborate with the Math Coach to co-plan, co-teach, and debrief lessons 1 time per week. Additionally, those teachers will co-teach with or observe the Math Coach in a lab-site setting 1-3 times per week. They will co-facilitate (with the Math Coach) grade-level meetings on a monthly basis.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule 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.</p>	<p>Professional Development Math in the City – Title 1 SWP Math Coach – Title 1 10%, Tax levy Fair Student Funding Time ear-marked for coach-teacher work Math in the City Learning Communities</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>The indicators of accomplishment will be a review of teacher work, Coach on-going conference notes, and formal observations outlined above.</p>

Subject/Area: Mathematics**Mathematics Instruction K-5**

Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	By June 2011, all teachers of grades K-5 will demonstrate an improved ability to utilize pre-assessment data to inform instruction in mathematics as measured by on-going informal evaluation of teachers' lesson plans at grade level meetings, formal lesson observations annually, as well as student performance outcomes on teacher created exams and formal assessments.
Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i>	Teachers on each grade level will collaborate monthly with the Math Coach to analyze pre-assessment data and to plan differentiation of TERC Investigations lessons to address the needs of students needing either intervention or enrichment.
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <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>	Math Coach – Title 1 10%, Tax levy Fair Student Funding
Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	The indicators of accomplishment will be a review of teacher work, Coach on-going meeting notes, and student performance outcomes on teacher-created exams and formal assessments.

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, two teachers will demonstrate capacity for serving as lead teachers by showing deepened content pedagogy as measured by informal and formal lesson observations administered weekly and monthly. A common vision for Read-Alouds and vocabulary instruction will be evident across grade levels.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Two teachers will collaborate with the ESL specialist to co-plan, co-teach and debrief lessons and units of study bimonthly. These teachers will facilitate grade level meetings on a monthly basis.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule 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.</p>	<p>Two ESL teachers – planning time as per Circular 6, the professional period.</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>The indicators of accomplishment will be review of teacher work, lessons, formal observations, reading benchmarks and conferencing notes.</p>

Subject/Area: Literacy**Non-Fiction Read Alouds K-2**

Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	By June 2011, instruction in Literacy for all students K-2 will be implemented through targeted, purposeful, differentiated use of select content area Read-Alouds, and will reflect analysis of data collected from ongoing pre-assessments of students' knowledge of each literacy strand as measured weekly one-to-one teacher-student conferences and quarterly running record benchmark analysis.
Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i>	Teachers and one Educational Assistant on each grade level will collaborate monthly with the ESL teachers and administration to analyze data and to plan differentiation of lessons to address the needs of students needing either intervention or enrichment.
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <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>	ESL teachers Administration OTPS Title 1SWP
Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	The indicators of accomplishment will be review of teacher work, formal and informal observations and reading benchmarks.

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	3	2	N/A	N/A	0	0	1	N/A
1	2	2	N/A	N/A	3	0	2	N/A
2	3	1	N/A	N/A	2	0	1	N/A
3	4	2	N/A	N/A	4	0	3	N/A
4	5	3	3	2	3	0	2	N/A
5	6	2	5	4	7	0	0	N/A
6	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
7	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
8	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
9	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
10	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
11	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
12	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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>Description: Provide a brief description of each 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>ELA:</p>	<p>Fundations instruction is provided by Instructional Educational Assistants in both one-to-one tutoring and in small groups on a daily basis during the school day for one period. LGRI is provided by the Early Childhood licensed reading teacher. She works in small groups on a daily basis during the school day in Guided Reading and vocabulary instruction. LGRI is also provided by the Educational Assistants trained in the Words Their Way program. UGRI is provided by a teacher who works with small groups on a daily basis during the school day in targeted strategy lessons, focusing on comprehension and vocabulary support.</p>
<p>Mathematics:</p>	<p>The SETSS teacher provides instruction in a small group pull out model for students in grades kindergarten to five.</p>
<p>Science:</p>	<p>UGRI in science is provided by a teacher who uses non-fiction science authentic texts to support students in comprehension, science specific vocabulary, chart and measurement skills.</p>
<p>Social Studies:</p>	<p>UGRI in social studies is provided by a teacher who uses non-fiction social studies authentic texts to support students in comprehension, social studies specific vocabulary and map skills.</p>
<p>At-risk Services Provided by the Guidance Counselor:</p>	<p>The Guidance Counselor provides at-risk services as needed after consultation with the administration and teachers.</p>
<p>At-risk Services Provided by the School Psychologist:</p>	<p>The school psychologist does not provide at-risk services.</p>
<p>At-risk Services Provided by the Social Worker:</p>	<p>The social worker provides at-risk services as needed after consultation with the administration and teachers. She has a play therapy group for early grade at-risk students and small groups sessions for upper grades.</p>

At-risk Health-related Services:

At-Risk health-related services are provided by the Director of Youth Development and the Health Director as needed.

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.

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLS)

NCLB/SED requirement for all schools

**APPROVED TITLE III PLAN
DBN: 01M134**

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

Form TIII – A (1)(a)

Grade Level(s) 1-3 **Number of Students to be Served:** 25 LEP _____ Non-LEP _____

Number of Teachers 2 **Other Staff (Specify)** First Grade Teacher, Second Grade Teacher, and Third Grade Teacher
School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

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

Instructional Program (including brief description of program, # of classes per program, language(s) of instruction, instructional strategies, etc):

P.S. 134 had three ESL classes in the Title III After School program taught by two licensed ESL teachers working collaboratively with general education teachers. The lower grade ESL specialist works with a first grade teacher once a week. The upper grade ESL specialist works with a second grade teacher once a week and a third grade teacher once a week. The co-teaching model in the Title III After School Program follows the co-teaching model the ESL specialists do with the general education teachers during the school day. Sessions meet for one and a half hours each week, from 3:30 pm to 5:00 pm. All instruction for the Title III After School program is conducted in English.

The curricula for both the upper and lower grade ESL models are based on content-area thematic units in science and social studies. Visual aids such as photographs and films are used as well as big books for shared reading and supplementary texts for read alouds. Content is conveyed through the use of TPR (Total Physical Response) and songs about the topics. In the lessons, comprehension is enhanced as sentences rich in content and vocabulary are presented and shades of meaning are uncovered in complex sentence structures. Students learn the exact use of words and increase knowledge of the content as they engage in “word play” and participate in centers including writing books on related topics, illustrating complex sentences, and hands-on activities.

The four modalities of listening, speaking, reading and writing are an integral part of the structure of the lessons. Language functions and structures in English are taught through literature and content areas. Teachers work with students in small groups on targeted literacy skills to support the students’ needs with an emphasis on phonemic awareness, vocabulary development, and reading comprehension strategies in particular.

Parent/Community Involvement –

All parents, including parents of English language learners are invited to attend monthly breakfasts with the principal which parents discuss with school personnel ways in which they can provide their children with support at home with learning activities. Teachers, including the school’s math coach host monthly parent workshops on such topics such a health and nutrition, connecting literacy skills with mathematics and author studies. Parents learn, through modeling and demonstrations, how to support their children’s learning at home. The family assistant and parent coordinator are invited to these monthly meetings and workshops to translate for parents whose native language is not English. Parents are also encouraged to borrow books in their native languages from the school library to further promote literacy skills at home.

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.

The school’s professional development program for teachers and other staff members responsible for the delivery of instruction and services to limited English proficient students includes the following:

- Study group – Administrators, both ESL teachers, Kindergarten classroom teacher, Second Grade Teacher, Lower School Science Specialist, Science Staff Developer and supported by ICI ELL Research and Development Specialist, Maryanne Cuchiarria. These study groups focus on writing lessons that provide direct instruction for limited English proficient students across all grades and all curricula areas. These lessons include strategies for acquiring and using academic language on a daily basis both orally and in their writing. The members of the study groups are reading Content Area Conversations by Douglas Fisher to guide and support their planning.
- Principal and Assistant Principal are members of a Principal Inquiry group – reading Building Academic Language by Jeff Zwiers. This study group meets consistently throughout the school year. Best Practices are reviewed, discussed and disseminated and put into practice in additional grades.
- Under the guidance of the ICI specialist and the Science Staff Developer, the ESL teachers, the classroom teacher and the Lower Grade Science Specialist are planning and delivering thematic science units which focus on building academic language. English Language Learners are expanding their understanding and use of CALP words in reading, writing and speaking.

Form TIII – A (1)(b)

School: PS134M BEDS Code: 31-01-00-00-0134

**Title III LEP Program
School Building Budget Summary**

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session	\$9000.00	180 hours of per session with targeted ELLs to support their literacy development, incorporating strategies gleaned from the co-teaching model.
Purchased services - High quality staff and curriculum development contracts.	0	
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	\$4500.00	Professional Book <u>Content Area Conversations</u> Content rich non-fiction – Puppet-making materials for Parent Workshops and Classroom use with ELL students to ensure alternative opportunities to demonstrate comprehension. Felt, markers, construction paper, crayons, chart tablets sentence strips
Educational Software (Object Code 199)	0	
Travel	N/A	
Other	\$1500.00	Parent Involvement - workshops, make and takes materials, supplies and books to support parents articulation of school learning to home language support.
TOTAL	\$15000.00	

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

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.

The Home Language Surveys provide the data relating to which parents need translations. Our school has two languages other than English: Chinese, all dialects and Spanish.

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.

A list of parents and their child's class is generated from the information on the Home Language Survey. The Pre-kindergarten family assistant speaks all of the Chinese dialects of the parents in our school. In addition, two of our educational assistants also speak two of the dialects, Cantonese and Mandarin. Our Parent Coordinator speaks Spanish. All staff members are aware of the availability of these translators. All of our translators are able to provide written translations.

Part B: Strategies and Activities

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.

Our in-house school staff provides all written and oral translations of material such as report cards and parent-teacher conferences, newsletters, principal's messages and letters, monthly calendars and during monthly parent breakfasts and other parent involvement activities such as Science Fair, Dance Recitals, Art Show.

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.

Our in-house staff provides all oral translations in all Chinese dialects and in Spanish for all events during monthly parent breakfasts and other parent involvement activities such as parent-teacher conferences, Science Fair, Dance Recitals.

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 Administration has downloaded and maintains a copy of the CR A-663 in the Parent Coordinator's office. The entire regulation has been reviewed and is referred to whenever there is a parent need. It is also presented and discussed at the opening Monthly Parent Breakfast in September. There are Chinese and Spanish translators as this and every parent breakfast who translate and explain.

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:	\$303,183.00	\$73,940.00	\$307,123.00
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$3,032.00	0	\$3,032.00
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$15,159.00	*	\$15,159.00
4. Enter the anticipated 10% set-aside for Professional Development:	\$33,000.00	*	\$33,000.00

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.

PS 134 has created a Parent Involvement Policy which states the following:

- Participation of parents in regular and meaningful communication involving student academic learning and other school activities is vital. Monthly Parent Breakfasts include extensive workshops in one curricula area each month. All of the Breakfasts and Workshops are presented in English, Spanish and Chinese, the languages our parents speak. This is always provided to ensure full parent participation and engagement. The workshops provide parents and guardians with the strategies and tools to assist their children in demonstrating their comprehension of books and articles through alternate means such as puppets, dioramas, mobiles, plantings, charts and posters. Each classroom teacher, Specials teacher and ELL teacher sends a monthly parent newsletter home with updates on the latest course of study and ways parents can support their children and how they can reach the teachers for more support and information. All ELL parents are always informed in all languages of all School Leadership Team meetings, time and dates and all Parent Association meeting time and dates.
- Families play an integral role in supporting their child’s education. The Parent Breakfast s cover topics including Back to School information and orientation, academic information, including benchmarks, homework routines, curricula maps and courses of study. These topics are planned with parent input , feedback and suggestions.
- Families are encouraged to be actively involved in their child’s education at school by participating in classroom visits, publishing parties, gallery walks, Dance and Music assemblies, Math Month, the Science Fair, Learning Leaders. They are informed of all of these via invitations in all languages and in person by teachers, administration, the Parent Coordinator, the school aides as they are greeted each morning and at dismissal.

- Families 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. Parents are provided with translation services at all parent-teacher meetings, formal and informal, scheduled and unscheduled meetings with all support staff, teachers and administration as needed. Parents communicate readily with all of the aforementioned staff members both on an informal daily basis and during scheduled meetings to discuss interim progress and strategies to support and enrich learning.

II. Description of How PS 134 Will Implement Parental Involvement Policy:

A. The Parent Coordinator will coordinate the following:

Activity	Responsibilities
Learning Leaders	<ul style="list-style-type: none"> • Plan for communicating with parent volunteers and families who are interested in participating in the Learning Leaders Program
Language Translations	<ul style="list-style-type: none"> • Coordinate translators for all school events requiring Spanish and Chinese oral and written translations
Principal’s Monthly Parent Breakfast	<ul style="list-style-type: none"> • Provides speakers on topics parents’ have expressed an interest in
Parent Meetings	<ul style="list-style-type: none"> • Participate in parent meetings with teachers and administrators as needed.
Parent Coordinator Meetings	<ul style="list-style-type: none"> • Attend all meetings for parent coordinators and report to administration parents.
Communication	<ul style="list-style-type: none"> • To post notices and invite parents to attend the monthly CEC meetings and any other meetings and workshops.
PA collaboration	<ul style="list-style-type: none"> • Ensure that there is a well-functioning Parents’ Association
Parent Workshops	<ul style="list-style-type: none"> • Coordinate and invite parents to curricula based “Make and Take” workshops in science, math, literacy.

III. The School Leadership Team will continue to develop relationships and strategies that reinforce building parental capacity.

- PS 134 will continue to involve families in the home-school connection by engaging them in their child's education. This strong collaboration between administrators, teachers and parents will significantly contribute to a high level of student achievement. Families are encouraged to participate in school functions, attend President Council Meetings and speak at Community District Education Council Meetings.

IV. Parental Outreach

- Monthly Principal Parent Breakfasts
- Monthly Newsletters
- Monthly Calendars
- On-going invitations to Dance Recitals, Science Fair, Art Exhibits, Choral Recitals, Enrichment Club activities.
- Lending library of books for parents
- Lending library of books for children
- Internet Access in the Library.
- Make and Take Workshops across curricula areas

1. School-Parent Compact - Attach a copy of the school's School-Parent Compact.

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

SCHOOL-PARENT COMPACT

The PS 134, Henrietta Szold School and the parents of the students participating in activities, services and programs funded by Title 1, Part A of the 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 the school year 2009-2010. **This School-Parent Compact will be distributed to all parents on the first week of school upon registration for new admits. The date of the required annual review is S**

Parent Involvement

The parents stay informed about their child's education and communicate with the school by promptly reading the Monthly Newsletters each classroom teacher publishes and backpacks home in each child's homework folder. These newsletters contain the curricula objectives for the upcoming month in Literacy, Mathematics, Science, Social Studies, Dance. It also includes important dates such as trips and meetings. Math Month, Homecoming, Spirit Day and Enrichment Club festivities are announced as well. In addition, parents are contacted and invited in for activities and celebrations such as the Art Fair, The Science Fair, publishing parties and other curricular events. The Principal publishes a monthly calendar which is backpacked home with the class newsletter. This calendar contains dates for monthly Parent Breakfasts. These breakfasts address volunteer opportunities and workshops from outside sources. Our Title III program is based upon parent request and need. Our June, 2009 Parent Survey indicates a need and interest in ESL classes for parents and guardians. This will become part of our 2009-2010 parent involvement opportunities.

The Parent Association has active members. A parent has been elected as the District wide Policy Advisory Council member. In addition, parents have been elected to serve on the School Leadership team.

Student Responsibilities

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:

- Do homework every evening for all teachers: classroom, specialty and AIS/Enrichment.
- Read at least 20 to 45 minutes every day at home and complete our reading logs

- Complete all projects as directed by the specialty teachers.
- Give my parents/guardians all notices for our school

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.
2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - Help provide an enriched and accelerated curriculum.
 - Meet the educational needs of historically underserved populations.
 - Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
 - Are consistent with and are designed to implement State and local improvement, if any.
3. Instruction by highly qualified staff.
4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.
5. Strategies to attract high-quality highly qualified teachers to high-need schools.

6. Strategies to increase parental involvement through means such as family literacy services.
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.
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.
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.
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,</i>	Program Funds Are “Conceptually” ¹ Consolidated	Amount Contributed to Schoolwide Pool	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of
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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:

	or Local)	in the Schoolwide Program (✓)			(Refer to Galaxy for FY'11 school allocation amounts)	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	x			\$303,183.00	X	13, 14, 15, 16
Title I, Part A (ARRA)	Federal	x			\$60,876.00	X	13, 14, 16
Title II, Part A	Federal			X			
Title III, Part A	Federal	x			\$7,639.00	X	15
Title IV	Federal			x			
IDEA	Federal	x			\$4,511.00	X	16
Tax Levy	Local			x			

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;

-
- **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.

- 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: _____ **SURR³ 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.

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.

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

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>

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.)

There are seven students in temporary housing.

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

The Parent Coordinator monitors their attendance and homework completion. She also communicates on a regular basis with the parent/guardian and informs and invites them to all meetings, workshops and programs at the school. Our attendance coordinator works in conjunction with the parent coordinator in monitoring attendance. The Guidance Counselor and Social Worker are available as needed to assist and support students in temporary housing

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

School Name:	P.S. 134 Henrietta Szold					
District:	1	DBN:	01M134	School		310100010134

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		

Enrollment				Attendance - % of days students attended:			
<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	36	32	37		91.5	93.7	91.8
Kindergarten	58	52	60				
Grade 1	58	56	55	Student Stability - % of Enrollment:			
Grade 2	50	55	56	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	58	46	54		90.2	94.2	87.3
Grade 4	70	62	39				
Grade 5	57	65	66	Poverty Rate - % of Enrollment:			
Grade 6	0	0	0	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	0	0	0		77.8	90.4	86.6
Grade 8	0	0	0				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		3	14	20
Grade 12	0	0	0				
Ungraded	4	8	4	Recent Immigrants - Total Number:			
Total	391	376	371	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					1	2	5

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<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	25	23	26	Principal Suspensions	3	2	0
# in Collaborative Team Teaching (CTT) Classes	0	4	7	Superintendent Suspensions	1	1	0
Number all others	27	27	22				

These students are included in the enrollment information above.

Special High School Programs - Total Number:			
<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

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<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	32	32	38
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	11	12	5
# receiving ESL services only	43	45	TBD				
# ELLs with IEPs	3	9	TBD				

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

<i>(As of October 31)</i>	2007-08	2008-09	2009-10
Number of Educational Paraprofessionals	4	5	11

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	81.3	81.3	76.3
				% more than 5 years teaching anywhere	43.8	46.9	76.3
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	94.0	84.0	84.2
American Indian or Alaska Native	0.8	0.3	0.0	% core classes taught by "highly qualified" teachers	100.0	100.0	100.0
Black or African American	20.7	18.6	19.7				
Hispanic or Latino	56.5	56.6	54.2				
Asian or Native Hawaiian/Other Pacific	20.2	22.3	25.3				
White	1.0	1.9	0.8				
Male	46.3	48.9	47.2				
Female	53.7	51.1	52.8				

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

SURR School (Yes/No)		If yes,					
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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
All Students	v	v	v				
Ethnicity							

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	vsh	v	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	v	v					
Student groups making	5	5	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10	
Overall Letter Grade:	B	Overall Evaluation:	P
Overall Score:	54.2	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	P
School Environment:	4.9	Quality Statement 2: Plan and Set Goals	P
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals	UPF
School Performance:	4.1	Quality Statement 4: Align Capacity Building to Goals	P
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise	P
Student Progress:	41.4		
<i>(Comprises 60% of the</i>			
Additional Credit:	3.8		

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
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

**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 CFN 206	District 01	School Number 134	School Name Henrietta Szold
Principal Loretta Caputo	Assistant Principal Pamela Casal		
Coach Naomi Berkowitz	Coach		
Teacher/Subject Area Mai Koyo, ESL	Guidance Counselor Guillermo Rossello		
Teacher/Subject Area Patricia Martone, ESL	Parent Angela Liu		
Teacher/Subject Area Jen Roth, Third Grade	Parent Coordinator Miriam Petrovitch		
Related Service Provider Sheila Silverstone, SETSS	Other Natalie Chiu, First Grade		
Network Leader Ada Cordova	Other		

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

C. School Demographics

Total Number of Students in School	372	Total Number of ELLs	49	ELLs as Share of Total Student Population (%)	13.17%
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Part II: ELL Identification Process

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

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

1. English language learners are identified through the home language information surveys (HLIS) when the child is first registered into the New York City public school system. Interviews are conducted by the ESL teacher or a trained pedagogue. The school's family assistant, who is fluent in many Chinese dialects provides assistance to parents whose native language is Chinese. The school's parent coordinator is also available to translate for those parents whose native language is Spanish. If the student is LAB-eligible as indicated by the parents' responses on the home language survey, the two licensed ESL teachers then administer the LAB-R and Spanish LAB. ELL's are assessed annually via the New York State English as a Second Language Achievement Test (NYSESLAT) in the spring. Students are tested in the modalities of speaking, listening, reading, and writing.

2. Parents who have indicated a language other than English on the home language surveys receive letters in their native languages inviting them to parent orientation sessions where they fill-out parent surveys and program selection forms. Parents are contaced via telephone to ensure that they have received notification of the orientation sessions. At the orientation sessions, the film provided by the Department of Education that describes the three program choices of Transitional Bilingual Educaton, Dual Language, or Free-standing ESL is shown. The film is shown in English, Spanish, or Chinese, depending on the parent population. Ample opportunities are available for parents to ask questions. Parent orientation sessions are conducted in the fall, and continue throughout the year for new entrants. Both the family assistant and parent coordinator are invited to these parent orientation sessions to assist with translation.

3. Continued entitlement letters are sent home annually to those students who have not yet tested out of the NYSESLAT. These letters are translated into Chinese and Spanish. Placement letters in English, Chinese, and Spanish are sent home to students who are entitled to ESL as per their LAB-R scores. Checklists aide teachers in ensuring that all students return their entitlement letters in a timely manner. Parent surveys and program selections forms are filled out during the orientation sessions to ensure that they are returned. For those parents who are unable to attend an orientation session, informal meetings are arranged with the family assistant and/or parent coordinator. Copies of all letters sent home to parents are kept on file in the ESL teachers' classrooms in a designated ESL file so that information can be easily accessed.

4. At orientation sessions, parents are informed that the school has two free-standing ESL programs-one for the kindergarten and first grade students, and one program for students in grades two through five. Additionally, P.S. 134 is in the process of developing a co-teaching model in which instruction is provided by both the ESL teacher and a classroom teacher in a content area. Parents are given opportunities at the orientation sessions to ask questions about available bilingual programs so that they can make an informed decision. Again, at these orientation sessions, translators in both Chinese and Spanish are available to assist. Placement letters in English, Chinese and Spanish are sent home to notify parents when their child is placed in the free-standing ESL program.

5. After reviewing the parent surveys and program selection forms from the last few years, the trend is that the parents overwhelmingly select the free-standing ESL pull-out program that is currently in place at P.S. 134.

6. The program models offered at P.S. 134, the free-standing ESL program, as well as the co-teaching push in model, are aligned with parental requests.

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 #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained														0
Push-In		1		1										2
Total	0	1	0	1	0	0	0	0	0	0	0	0	0	2

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	49	Newcomers (ELLs receiving service 0-3 years)	46	Special Education	3
SIFE	0	ELLs receiving service 4-6 years	3	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		
TBE											0
Dual Language											0
ESL	46		3	3							49
Total	46	0	3	3	0	0	0	0	0		49

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
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														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
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)

K-8

Number of ELLs by Grade in Each Language Group

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

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

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	0	3	2	1	1	3								10
Chinese	7	13	4	7	3	3								37
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other				1		1								2
TOTAL	7	16	6	9	4	7	0	49						

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. P.S. 134 has two free-standing pull-out ESL programs taught by two licensed ESL teachers and two co-teaching push-in models in place, which are taught by the ESL teachers working with two additional staff members. This year, the lower grade ESL specialist is working with a first grade teacher in science, and the upper grade ESL specialist is working with a third grade teacher in social studies. There are five classes in the pull-out model in order to meet the mandated number of ESL instructional minutes. Students in the pull-out ESL classes are grouped according to their English language proficiency levels as indicated by annual NYSESLAT results. In the co-teaching models, English language learners are grouped heterogeneously with their native language peers. The lower grade ESL specialist pushes into the first grade classroom two periods a week for co-teaching, in addition to providing support for the ELLs in the classroom three periods a week. The upper grade ESL specialist pushes into the third grade classroom three periods a week for co-teaching in social studies.

2. All ELLs at P.S. 134 receive the mandated number of instructional minutes per week as indicated by the CR Part 154 according to their language proficiency levels. Beginning and intermediate level students receive 360 minutes of English language instruction per week in the

pull-out model. Advanced students receive the mandated 180 minutes of instruction per week in the pull-out model. Additionally, those students in the push-in co-teaching model receive additional instructional time. ELLs in the first grade co-teaching model class receive an additional 220 minutes of instruction a week, whereas the ELLs in the third grade co-teaching model receive an additional 135 minutes of instruction weekly.

3. The curricula for both upper and lower grade ESL models are based on content-area thematic units in science and social studies. Visual aids such as photographs and films are used as well as big books for shared reading and supplementary texts for read alouds and independent and student projects. Content is conveyed through the use of TPR (Total Physical Response) and songs about the topics. In ESL lessons, comprehension is enhanced as sentences rich in content and vocabulary are presented and shades of meaning are uncovered in complex sentence structures. Students learn the exact use of words and increase knowledge of the content as they engage in “word play” and participate in centers including writing books on topics, illustrating complex sentences, and hands-on activities.

4. P.S. 134 currently does not have any students with interrupted formal education (SIFE). All ELLs are grouped according to their English language proficiency for ESL instruction in order to provide differentiated instruction to meet the students' needs. Teachers scaffold all lessons to support the individual needs of all students in the program. Newcomer ELLs, or students who have been in US schools less than three years, are paired their native language peers to provide additional support in the ESL classroom. Materials are differentiated for newcomer ELLs in that they are rich in visual support. Students work on different tasks depending on their proficiency level. Additionally, newcomer ELLs are invited to participate in a Title III ESL afterschool program to supplement English language instruction. This program, for grades K-5 uses components of the Balanced Literacy and content-area based approaches. The ESL licensed teachers focus on thematic units of study incorporating fiction and non-fiction across all genres. Sessions meet twice a week from 3:15pm to 4:45pm. For ELLs in the upper grades, the Title III afterschool program focuses on preparing these students for the ELA test, which they must take after being enrolled in a US school for a year. ELLs who have been receiving ESL services for four to six years are placed in a small group setting so that individual needs can be targeted through differentiated instruction. Our plan for long-term ELLs will include reassessment of their strengths and areas in need of improvement to ascertain what programs available would support the progress of these students. It is be important to know whether the student needs assistance in language or other areas. We then recommend the student receive additional services, including Academic Intervention Services (AIS). Students with special needs are mainstreamed in ESL classes so that their peers can serve as language models. Special needs children are partnered with native language speakers. Lessons are differentiated so that scaffolding can be provided for the children. ESL teachers continually work collaboratively with classroom teachers to monitor the students' progress, as well as discuss ways in which the students can be further supported in the classrooms.

5. English language learners who are struggling in reading and/or math are supported through ongoing academic-based enrichment clubs that meet three times a week for fifty minutes each. Students are grouped with their peers according to their proficiency levels in reading and math and are given extra support in a small group setting.

6. Transitional ELLs receive additional ESL support for up to two years after they test out of the NYSESLAT. For the upper grades, these students are grouped to focus on improving reading comprehension and writing strategies. They also receive differentiated instruction according to their specific needs.

7. The free-standing ESL program will continue to focus on teaching language through the content areas of science and social studies. The school will continue to work in collaboration with classroom teachers and participate in the language instruction in mainstream classrooms for English language learners and native speakers of English. Classroom teachers in kindergaren, first, and second grades will receive on-going professional deveopment on supporting all learners, including English language learners in non-fiction and literacy strategies.

8. Plans for the current school year do not include the discontinuation of programs and services for English language learners. Co-teaching models will continue.

9. English language learners at P.S. 134 are afforded equal access to all school programs both during the school day and after, including the Henry Street Settlement afterschool program and student selected enrichment club activities. Parents of English Language Learners enroll students in a year-long afterschool program which meets daily in the school. Homework help is offered by the counselors as well as by teachers hired by the afterschool program to support all students, including the English language learners. Additional activities, including dance, art, and sports are integrated into the afterschool program. All students at P.S. 134 participate in alternating enrichment and academic club cycles which meet for six weeks at a time. Teachers decide on the club topics they would like to teach, and the students then choose their club topics. Club choices include animal discovery club, knitting, gardening, sports, foreign languages, and chorus.

10. Instructional materials that support English language learners include content-area big books that correlate to thematic units for shared

reading, alternate text sets from the school library that supplement academic language development, as well as articles from National Geographic Explorer and Time for Kids. P.S. 134 has received a grant from the Lower Manhattan Development Corporation to purchase SMART Boards, document cameras, and laptops to be used in classrooms throughout the school.

11. We believe that a child's native language is a strength to be cultivated and a foundation upon which to build. Children are encouraged to speak and write in their native languages, especially for those who are new to this country. Newly arrived students are paired with their native language peers in classrooms. Published works by ELLs are exhibited on bulletin boards throughout the school across the grade levels. Students are also encouraged to share language and cultural experiences as part of classroom lessons. The diverse cultural backgrounds serve to enrich language learning for all students. In daily lessons, essential vocabulary words are translated into the children's native languages to promote a cultural awareness among all students.

12. Required services and resources at P.S. 134 are developmentally appropriate for English language learners at the elementary school level. Materials and resources are carefully select to supplement English language development for students ranging from five years of age to twelve.

13. P.S. 134 has a network of parents, who in collaboration with the family assistant, support parents of newly enrolled students to become familiar with the school and programs available. In addition, we are currently working on providing outreach for parents who register in the summer months so they can more easily become part of our school community. A parent information packet will be created to inform them of local reasources available, including the public library to support their English language learner at home. All materials will be translated into Chinese and Spanish.

14. Chinese, French, and Spanish are offered as part of our enrichment club cycles. These language clubs meet for six weeks with teachers who are familiar with the languages and its structures. ESL students, as well as native language speakers, all have equal opportunity to select these clubs.

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

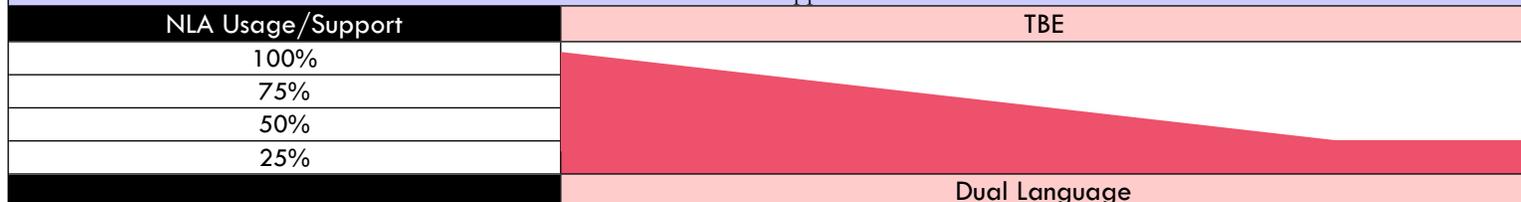
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	Beginning	Intermediate	Advanced
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
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Arts and Native Language Support

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



100%			
75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

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?

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)?

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. The following personnel are involved in the professional development for ELLs: Loretta Caputo, Principal, Pamela Casal, Assistant Principal, Patricia Martone and Mai Koyo, ESL teachers, Jack Ruolo, science staff developer, Natalie Chiu, first grade teacher, and Jen Roth, third grade teacher, Guillermo Rosello, guidance counselor, Sheila Silverstone, SETSS teacher. The above named pedagogues are implementing a pilot ESL program sponsored by the ICI to foster the development of rigorous academic language for all ELLs. Teachers participate in professional development sessions based on the work of Dr. Lily Wong-Fillmore with Fay Pallen in order to develop rich content-area lessons for the co-teaching ESL model. Classroom teachers in kindergarten, first grade, and second grade participate in on-going professional development sessions on non-fiction literacy strategies to support all learners, including ELLs. In addition to the pedagogues, the parent coordinator, Miriam Petrovitch is also part of the professional development.

2. The ESL teachers work closely with classroom teachers to scaffold instruction so that ELLs are better prepared to meet state standards and perform at a comparable level as their native language peers as they transition from elementary school to middle school.

3. P.S. 134 is preparing staff development sessions with the understanding that all teachers regardless of grade or subject area, are language and literacy teachers. Our teachers, including new staff members are informed of on-going professional development sessions offered to support language learners in order to meet the mandated 7.5 hours of ELL training. On-going professional development sessions for all teachers of ELLs are provided throughout the city. Information regarding these sessions are provided to staff members on a periodic basis.

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. Parent breakfasts for ELL parents with the principal are held monthly during which parents discuss with school personnel ways in which they can provide their children with support at home with learning activities. Teachers will host monthly parent workshops on such topics as health and nutrition, connecting literacy skills with math, and a Leo Lionni author study. Parents learn, through modeling and demonstrations, how to support their children's learning at home. The family assistant and parent coordinator are invited to these monthly meetings and workshops to translate for parents whose native language is not English. Parents are also encouraged to borrow books in the native languages from the school library. To celebrate the Chinese New Year, ELLs participated in workshops conducted by puppeteer Penny Jones. Children dramatized a story with dragon puppets for parents who then led the children with banners throughout the school in a parade.

2. P.S. 134 has partnered with several local community based organizations to support our students and their families. Hamilton Madison House provides parenting workshops for our Asian parents. Henry Street Settlement offers our students and families with an afterschool program that incorporates assistance in completing homework assignments. Hester Street Collaborative, which works on design and build projects with our students throughout the year co-sponsors Saturday "Dirt Days" in our school garden. Parents and members of the community are invited to help clean and maintain our garden and plant flowers, fruits, and vegetables.

3. The needs of the ELL parents are discussed at each breakfast meeting and workshops. They are asked for suggestions for future meetings. Annual learning environment surveys are sent home to provide parents with a vehicle to voice their opinions. Results of the learning environment surveys are then incorporated in evaluating our school. The family assistant and parent coordinator are available to assist in translating the surveys for parents whose native language is not English. Additionally, parents are able to express areas of concern to teachers directly during the parent-teacher conferences held in November and March. The family assistant, parent coordinator, and bilingual educational assistants are available to provide translation services. Parents are also an integral part of our school's leadership team which

meet bi-monthly to discuss concerns and areas in need of improvement in the school.

4. ELL Parents have expressed an interest in learning how to assist their children at home to develop their reading and math skills. In response to this suggestion, P.S. 134 has implemented monthly parent workshops led by teachers in the school. Topics include utilizing author studies to deepen comprehension, promoting health and nutrition in the home, and preventing summer loss in mathematics.

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)	3	10	1	1	2	1								18
Intermediate(I)	1	6	3	7	2	3								22
Advanced (A)	3	0	2	1	0	3								9
Total	7	16	6	9	4	7	0	0	0	0	0	0	0	49

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

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

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5		2		1	3	2			8
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				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
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	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., 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.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - 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?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

1. P.S. 134 utilizes the Teachers College Reading and Writing Project's reading assessments to determine each student's reading level. Students are assessed on decoding, comprehension, and inferencing skills using books provided by BeBop. The data indicate that a majority of our ELLs in the lower grades are reading below grade level at the beginning of the year. As students have progressed in acquiring English as a second language, their reading levels have become comparable to, and in some cases exceed their native language peers. Based on these results we are providing support and language enrichment through the use of the Title III afterschool program. In addition, P.S. 134 has been implementing co-teaching models which focus on developing academic language and vocabulary and introducing students to complex English language structures through the content areas of science and social studies.

as table of contents, captions, index, and glossary. Graphic organizers are used to clarify information, such as the K-W-L chart. A venn diagram pocket chart provides students with a hands-on opportunity for organizing and comparing information. Students create an all-about book as a product for each unit of study, which includes the features of a non-fiction text. Additionally, our Title III program provides students with additional guided reading lessons for our ELLs who are reading below grade level. The ESL specialists teamwith the first grade and third grade teachers to provide additional support for our ELLs. The co-teaching model of pairing the ESL specialists with the classrooms teachers in orer to increase academic language and literacy was introduced to further strengthen the reading and writing levels for our ELLs.

4. When examining the results of the state ELA, math, science and social studies tests for this school year, unlike results of previous years, the data indicate that a small number of our ELLs are not meeting state standards with the exception of the state math test. In order to provide extra support for our ELLs, we are emphsizing content-area literacy through examining complex langague sturctures as we have been doing in our co-teaching models. Results of the ELL Periodic Assessments are used to differentiate instruction in the ESL pull-out classes. Based on the students' particular needs, small strategy groups are pulled to reinforce concepts and lessons taught in the larger group setting.

5. n/a

6. The success of our ELL programs is measured through the annual number of students testing at a proficient level in English as determined by the NYSESLAT. Additionally, success is measured by gains in student's independent reading levels. Informal assessments and observations are used to demonstrate how ELLs are faring in the mainstream classrooms. The students' classroom performance, as well as state test results are both indicators of the success our ESL programs. The ELLs at P.S. 134 are an integral part of our school community and success is also measured by how actively they participate in school-wide activities and initiatives.

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.

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		1/31/11
	Assistant Principal		1/31/11
	Parent Coordinator		1/31/11
	ESL Teacher		1/31/11
	Parent		1/31/11
	Teacher/Subject Area		1/31/11
	Teacher/Subject Area		1/31/11
	Coach		1/31/11
	Coach		1/31/11
	Guidance Counselor		1/31/11
	Network Leader		
	Other		