



**THE LANGSTON HUGHES SCHOOL
PUBLIC SCHOOL 134**

**2010-2011
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

SCHOOL: 29Q134
ADDRESS: 203-06 109TH AVENUE HOLLIS, NY 11412
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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: P.S. 134Q **SCHOOL NAME:** THE LANGSTON HUGHES SCHOOL

SCHOOL ADDRESS: 203-06 109TH AVENUE HOLLIS, NY 11412

SCHOOL TELEPHONE: (718) 464-5544 **FAX:** (718) 464-7779

SCHOOL CONTACT PERSON: Cheryl E. Marmon-Halm **EMAIL ADDRESS:** chalm@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Cheryl E. Marmon-Halm

PRINCIPAL: Cheryl E. Marmon-Halm

UFT CHAPTER LEADER: Emma Jean Alexander

PARENTS' ASSOCIATION PRESIDENT: Yvette Hall

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 29 **CHILDREN FIRST NETWORK (CFN):** 2.05

NETWORK LEADER: Dr. Joanne Joyner-Wells

SUPERINTENDENT: Mr. Lenon Murray

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
Cheryl E. Marmon-Halm	*Principal or Designee	
Emma Jean Alexander	*UFT Chapter Chairperson or Designee	
Yvette Hall	*PA/PTA President or Designated Co-President	
Peggy Beane	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Deborah Harvey	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Sandra Johnson	Member/Assistant Principal	
Kean Dey-Foy	Member/Guidance Counselor	
Mr. Kurt Hall	Member/Parent	
Mrs. Alison Brown	Member/Parent	
Mrs. Dionne James	Member/Parent	
	Member/	
	Member/	

(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.

The Langston Hughes School's goal is to prepare all students academically using a rigorous curriculum, based on the New York State standards, which includes literacy, mathematics, science, social studies, technology, and the arts. Our goal is to ensure that our students develop academically and socially to their fullest potential in an increasingly diverse and competitive society by incorporating the federal guidelines of the No Child Left Behind Act of 2001.

To lead our children, we pledge that our instructional leadership will provide knowledge based academics to our staff, to maximize our students' learning potential. Our plan to continually individualize and differentiate instruction will assist our students to develop to their fullest potential using their gifts and talents to develop academically, socially, culturally, emotionally and spiritually.

While fostering a safe, supportive environment for all students and staff, we will provide a nurturing climate within our school community. We will achieve this by creating a secure, drug free environment that will be for the benefit of all.

Our exemplary staff will prepare our children to be aware of the differences in cultures. We will encourage them to develop self confidence by embracing one's self and accepting others' differences. Parents and staff will take the lead of being positive role models for our students. We will accomplish this by modeling for them tolerance, respectfulness, and responsibility so that they can become productive citizens in an ever changing world. We will also encourage our students to emulate the goals of our visionary leader, Langston Hughes, as one of their role models.

Since parents are a child's first teacher, we believe parents are the key to student success. We will promote and foster positive parent and community relationships. A design to create a positive collaborative relationship between home, school and community will be cultivated to ensure parental involvement at all levels of our students' learning. Our mission is to guide our children at the Langston Hughes School to excel to the highest standards in science, mathematics, literacy, technology and the arts through the proper facilitation of educational methodologies, curriculum, and differentiation.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT				
School Name:				
District:		DBN #:		School BEDS Code:

DEMOGRAPHICS									
Grades Served in 2009-10:	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
Enrollment:					Attendance: % of days students attended*				
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K									
Kindergarten									
Grade 1				Student Stability: % of Enrollment					
Grade 2				(As of June 30)	2007-08	2008-09	2009-10		
Grade 3									
Grade 4									
Grade 5				Poverty Rate: % of Enrollment					
Grade 6				(As of October 31)	2007-08	2008-09	2009-10		
Grade 7									
Grade 8									
Grade 9				Students in Temporary Housing: Total Number					
Grade 10				(As of June 30)	2007-08	2008-09	2009-10		
Grade 11									
Grade 12									
Ungraded				Recent Immigrants: Total Number					
				(As of October 31)	2007-08	2008-09	2009-10		
Total									
Special Education Enrollment:					Suspensions: (OSYD Reporting) – Total Number				
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes									
No. in Collaborative Team Teaching (CTT) Classes				Principal Suspensions					
Number all others				Superintendent Suspensions					
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS							
English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs: Total Number			
(As of October 31)				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	CTE Program Participants			
# in Trans. Bilingual Classes				Early College HS Participants			
# in Dual Lang. Programs							
# receiving ESL services only				Number of Staff: Includes all full-time staff			
# ELLs with IEPs				(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers			
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals			
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals			
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school			
American Indian or Alaska Native				Percent more than two years teaching in this school			
Black or African American				Percent more than five years teaching anywhere			
Hispanic or Latino				Percent Masters Degree or higher			
Asian or Native Hawaiian/Other Pacific Isl.				Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)			
White							
Multi-racial							
Male							
Female							

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

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

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

Student Groups	Elementary/Middle Level			Secondary Level			
	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							
Other Groups							
Students with Disabilities							
Limited English Proficient							
Economically Disadvantaged							
Student groups making AYP in each subject							

Key: AYP Status							
√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only		
√ ^{SH}	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status				

Note: NCLB/SED accountability reports are not available for District 75 schools.
 *For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.
 **http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

CHILDREN FIRST ACCOUNTABILITY SUMMARY			
Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade		Overall Evaluation:	
Overall Score		Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)		Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)		Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)		Quality Statement 4: Align Capacity Building to Goals	
Additional Credit		Quality Statement 5: Monitor and Revise	
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

SECTION IV: NEEDS ASSESSMENT

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

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

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

Based on the Principal's Performance Review Summary we have achieved several areas of strength in the past couple of years. We have advanced self-directed student centered learning through the use of technology by providing students with opportunities for collaboration and constructivist learning. Based on the 2009-2010 Progress Report, our students placed in the 74% of NYC schools. Students are making gains in Student Progress. However, students need to move from Level 2 to Levels 3 and 4. Special Education students are not making the gains they should make. Small group instruction and learning has also been advanced through the use of Power Point presentations, SMART board, and the Intelliboard use. Teachers in classrooms have enhanced their instruction using these devices for the content areas of Social Studies, Science, Literacy, and Math. The use of this technology has significantly advanced project based studies and small group instruction. One example of this model is Web Quest instruction provided by the computer technology cluster. Students are using Web Quests, a structured research exercise, to develop proficiency in inquiry based team learning, studying a specific topic to produce a theme based project.

Over the last five years our school has provided professional development to enhance best practices in literacy instruction. We have worked closely with Teachers College Reading and Writing Project to build teacher capacity and promote high quality student academic achievement. Our literacy coach and Teachers College staff developers have provided and modeled instruction through a network of best practices such as small group strategy instruction, guided reading, and differentiated instruction.

Our inquiry team has supported professional development by analyzing low inference transcripts and identifying specific areas of need. The inquiry team has also provided professional development on interpreting data from assessments such as Predictive and Diagnostic assessments in Acuity, and NY State ELA and Math assessments. The 08/09 Quality Reviewer stated an extensive support system has been provided to teachers by our literacy and math coaches. Support in this area is based on teachers' needs and interests to support school wide practices and a reflective school community.

Individual goals and interim objectives for all students have been developed to communicate and articulate information to parents for differentiated instruction. This data has been accumulated by teachers through formal and informal assessments, small group strategy work and one-on-one student conferencing. Each classroom teacher collected information that was disaggregated into individual student binders to provide a clear snapshot of student needs. This system for collecting and analyzing data provides them with effective ways to differentiate instruction.

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.

Goal 1

To improve academic performance for the special education population by attaining an increase of 3% as measured on the New York State English Language Arts by June 2011.

Goal 2

To improve academic performance of the general education population by attaining an increase of 3% as measured on the New York State English Language Arts by June 2011.

Goal 3

To increase staff communication and engagement within and across grade levels by 3% as measured by the Environmental Survey of the Progress Report—2010/2011.

Goal 4

To continue our Teacher Team work that will enable the staff to effectively use data to inform instruction, develop curriculum maps and plans and provide an avenue to communication of student results to parents and teachers.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): _____

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To improve academic performance for the special education population by attaining a 3% increase as measured on the New York State English Language Arts Exam by June 2011</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>Increase fluency through a variety of best practices that meet the needs of all students included in the special education subgroup.</p> <ul style="list-style-type: none"> • Students will actively participate in more real alouds, shared and choral reading, and role playing. • Students will be directed to read to their parents and younger students to build confidence and skills. • Students will use Foundations and Wilson word study
<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>We will align resources through the use of Title 1 funding, SWP funding, special education allocation resources, grants, Teachers College Staff Development, support staff provided by the Network—2.05</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Quarterly, the administrative steam meets with special education staff to review student progress. Personnel included are special education teachers and out of classroom support staff. Student indicators of progress are the Predictive Assessments and Diagnostic Assessments, state tests, and teacher created tests. Other gains such as increased reading competency and writing achievements are measured through the implementation of Teachers College Assessments.</p>

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To improve the academic performance of the general education population by attaining an increase of 3% as measured on the New York State English Language Arts Exam by 2011.</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>To improve the academic performance of the general education population, extended day instruction was moved from the afternoon to morning to accommodate the inclusion of all students. Kaplan’s test ready materials have been introduced as a supplemental aid to existing curricula. Instruction is offered in small homogeneous groupings of students during AIS and the daily program to teach strategies and differentiate instruction based on similar needs. On-going Teachers College professional development addresses the needs of the teacher. The Extended Day program includes all students in Grades 2, 3, 4, and 5. General education will achieve their goal by 2011.</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>Resources are aligned through Title 1 and SWP Funding, American Recovery and Reinvestment Act, school budgets, grants, Teachers College staff development and CFN 2.05 support staff.</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Quarterly, the administrative team meets with teachers to review progress and communicate with out of classroom personnel. The Achievement Reporting and Innovation System (ARIS) is reviewed to assess student growth. Student indicators of progress such as Assessment Pro, standardized tests, teacher created tests are reviewed to measure gains in student achievement. Other indicators are levels of mastery measured by running records and narrative continuum.</p>

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To increase staff communication and engagement within and across grade level by 3% as measured by the Environment Survey of the Progress Report 2010-2011.</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>Common preparation periods for teachers to meet and plan collaboratively. A newsletter to facilitate better communication between administration and staff is issued weekly. Concerns about student discipline are addressed by the administration through the implementation of an on-site SAVE room. A school consultation committee meets monthly to discuss staff concerns. A School Leadership Team is in place to coordinate communication between members of the administration, staff and parents. Teacher teams are in place to diagnose and support student learning.</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>Per-session funding and stipend allocations are used to support special inquiry teams, such as the data specialists and core teams.</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Common prep periods are used effectively across the grades to encourage increased communication and best practice instruction. The Weekly Newsletter has been a welcomed communicative tool among the staff. Efficacy will be measured by conducting a mid-year poll of staff recording their perceptions of communication building wide. In June 2011 it is our hope that the trend will be positive as demonstrated by the responses on the School Learning Survey.</p>

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To continue our Teacher Team work that will enable staff to effectively use data to inform instruction, develop curriculum maps and plans and provide an avenue for communication of student progress results to parents and students</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>Teachers observe one another to share best practices. Use coaches for demonstration lessons in the content areas. Study groups have been carried over so that teachers continue to grow and develop. We are establishing a data room so that all staff who interact with students will have access to student data. All staff—classroom and out of classroom personnel will focus on how to read, interpret data and make informed decisions about instruction. All staff will have access to ARIS and periodically view the data and plan the next steps. Special education students will continued to be studied through a study group, Beyond the IEP. We will continue to make use of our SESIS support personnel</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>We will align resources through the use of Title 1 and SWP funding, per session funding, special education allocations, grants, and Teachers College Staff Development, CFN Support staff.</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>The student indicators of progress: increased levels of reading, increased levels in reading, mathematics on the Predictive Assessments. Other gains will be measured using Teachers College performance based assessments and the Writing Continuum</p>

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

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

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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

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

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT FOR ALL SCHOOLS

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9								
10								
11								
12								

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	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.).
ELA:	
Mathematics:	
Science:	
Social Studies:	
At-risk Services Provided by the Guidance Counselor:	
At-risk Services Provided by the School Psychologist:	
At-risk Services Provided by the Social Worker:	
At-risk Health-related Services:	

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

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – 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 (2009-2010) LAP narrative to this CEP.

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

Form TIII – A (1) (a)

Grade Level(s) 2-5 Number of Students to be Served: 44 LEP 44 Non-LEP

Number of Teachers 3 Other Staff (Specify) Pedagogues with Specialty Areas to Provide Professional Development

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.

Program Description

The Title III After School Program at the Langston Hughes School/PS 134Q has been designed to further develop language acquisition for non-English speaking students who are new to the country, students who speak English as a second language as well as students with interrupted formal education. The program is in session Tuesday and Wednesday from 3:15PM until 5:15PM for children in grades two, three, four and five. Included in

the Title III After School Program, are students who tested out of NYSESLAT (last year), but find grade level academic work challenging. All of the participants in the after school program are serviced through our English as a Second Language (ESL) program during the regular school day. Letters and applications were distributed to approximately forty children (thirteen of the students have individualized education plans (IEP's). One of the participants has been identified a Student with Interrupted Formal Education (SIFE).

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

Public School 134 Q

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The focus of the program is to provide individualized and small group instruction that will:

1. support language development
2. improve overall academic performance in literacy, mathematics and the content areas
3. provide hands on activities in mathematics that will result in an increase performance on mathematical assessments
4. provide hands on experience in scientific activities/experiments and knowledge and use of scientific language
5. strengthen the home school connection by providing assistance to parents so they are involved with the learning that takes place in school

Approximately 80% of our English Language Learners are below or approaching state standards in ELA and approximately 73% performed at levels one or two on the state mathematics test. Using the data from the New York State English as a Second Language Test (NYSESLAT), the New York State assessments (where applicable) and the child's academic history, students are grouped according to ability levels (low, intermediate or advanced), rather than by grade. Grouping the students in this way will allow teachers to help students to further develop their use of English, prepare them for the New York State English as a Second Language Achievement Test (NYSESLAT) by providing practice with the types of questions they will encounter on each unit of the test (speaking, listening, reading, writing) and help them become familiar with the language of state assessments. Teachers are able to work one to one or with small groups and focus on areas of deficiency. Groups are designed to be flexible which will allow students to move from one setting to another as they progress and master literacy and/or mathematics skills.

Program Structure

The program is structured to (1) concentrate on instructional needs that will support students with limited English proficiency by addressing language development and academic performance, (2) engage the students in activities that will increase individual and

school-wide performance in mathematics. (Fifty-three percent of English Language learners who took the New York State test in Mathematics performed at a level 2 and twenty percent scoring at level 1 grade level) and (3) provide hands on experiences and activities that will increase the use of scientific vocabulary and overall performance in science. The students receive instruction from teachers who have common branch licenses as well as licenses in specialty areas. Students will spend one hour receiving math instruction one day a week and one hour of science instruction one day a week. On both days of the program the students will receive direct instruction from the ESL teacher. This will be accomplished by having the ESL teacher flip flop between the groups of students. She will teach the math group for one hour a week (Tuesdays) and the science group for one hour (Wednesdays). This will allow us to provide content area instruction in science and mathematics and continue with an extensive ESL program. The change in grade level standards dictates the need to increase the level of expectation and instruction in literacy and mathematics. Providing more intense vocabulary development, building background knowledge and giving clear examples by modeling the process and strategies will help students make academic gains as well as strengthen their use of the English language.

In addition to the instructional hours teachers will meet weekly to plan and to discuss the progress of the students. Professionals will also be invited to present strategies that can be used to further develop the English language learners use and understanding of English.

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

Public School 134 Q

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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 approach to professional development is to provide teachers working in the Title III program with a knowledge base that will support the work needed to help our ESL students with language development, content area subjects and to successfully achieve high standards on all assessments including, the NYSESLAT and New York State assessments. The professional development is accomplished through the utilization of Children’s First Network Specialist in Literacy and Mathematics, Special Education School Improvement Specialist (SEIS) and school based pedagogues with specialty areas. For example: Literacy Coach, Math Coach, speech teachers and the science cluster teacher. Professional development is scheduled weekly (teachers providing instruction for the Title III After School Program will meet during a common period during the school day) with seven sessions taking place after school. Some of the topics for professional development will include:

- ◆ Moving our Linguistically Diverse Learners from Basic Interpersonal Communication Skills (BICS) to Cognitive Academic Language Proficiency (CALP)
- ◆ Improve Reading Comprehension and Writing by Modeling Story Grammar
- ◆ Learning Science Through Inquiry and Experimentation

◆ Using Manipulative Materials to Create and Solve Mathematical Problems

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

Public School 134 Q

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Form TIII – A (1) (b)

School: Public School 134Q

BEDS Code: 342900010134

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

Allocation Amount: \$15,000										
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) \$49.89 per session (teacher) 52.21 per session (supervisor)	\$ 12,112.80	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">Teachers</td> <td style="width: 50%;">Supervisor</td> </tr> <tr> <td>\$ 49.89 (per hour)</td> <td>\$ 52.21 (per hour)</td> </tr> <tr> <td>X <u>2</u> (hours per day)</td> <td>X <u>2</u> (hours per day)</td> </tr> <tr> <td style="text-align: right;">99.78</td> <td style="text-align: right;">104.42</td> </tr> </table>	Teachers	Supervisor	\$ 49.89 (per hour)	\$ 52.21 (per hour)	X <u>2</u> (hours per day)	X <u>2</u> (hours per day)	99.78	104.42
Teachers	Supervisor									
\$ 49.89 (per hour)	\$ 52.21 (per hour)									
X <u>2</u> (hours per day)	X <u>2</u> (hours per day)									
99.78	104.42									

		$X \quad 3 \text{ (teachers)}$ \$ 299.34 $X \quad 30 \text{ (total days)}$ \$ 8,980.20	$X \quad 30 \text{ (total days)}$ \$ 3,132.60
	\$ 1,710.18	After School Professional Development (4) Teachers Teachers \$ 49.89 (per hour) $X \quad 7 \text{ (hours)}$ \$ 349.23 $X \quad 4 \text{ (teachers)}$ \$ 1,396.92	
Purchased services - High quality staff and curriculum development contracts.	N/A	N/A	
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	\$ 1,176.30	A. Empire State NYSESLAT – Grade 2 \$18.65 X 20 = \$ 373.00 B. Finish Line for ELL’s – Grade 3 16.45 X 15 = 246.75 C. Finish Line for ELL’s – Grade 4 16.45 X 15 = 246.75 D. Finish Line for ELL’s – Grade 5 16.45 X 8 = 131.60 Teacher’s Edition \$44.55 X 4 = \$ 178.20	
Educational Software (Object Code 199)	N/A		
Travel	N/A		
Other	N/A		
TOTAL	\$ 14,999.28		

Attach a copy of your school’s current year (2010-2011) Language Allocation Policy to this CEP.

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

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

- There will be no revisions to our school’s approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school’s approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III

funding). The revised Title III program narrative is described in Section II below.

- We have made minor revisions to our school's approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school's 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections' II and III below.

Section I. Student and School Information

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

Number of Teachers _____ Other Staff (Specify) _____

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

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

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.

Section III. Title III Budget

School: _____ BEDS Code: _____

Allocation Amount:

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> - Per session - Per diem 	(e.g., \$9,978)	(Example: 200 hours of per session for ESL and General Ed teacher to support ELL Students: 200 hours x \$49.89 (current teacher per session rate with fringe) = \$9,978.00)
Purchased services <ul style="list-style-type: none"> - High quality staff and curriculum development contracts. 	(e.g., \$5,000)	(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements)
Supplies and materials <ul style="list-style-type: none"> - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed. 	(e.g., \$500)	(Example: 1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books)
Educational Software (Object Code 199)	(e.g., \$2,000)	(Example: 2 Rosetta Stone language development software packages for after-school program)
Travel		
Other		
TOTAL		

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

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.

Parents are polled during registration and enrollment, and surveys are sent home early in the year. Primary home languages are determined within the first thirty days of the academic year. Based on the feedback, letters and parent correspondence are composed and delivered in the parent's native language. In addition, translation services are provided as needed.

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.

The data presents that approximately 10% of our school community has a primary language other than English. Formal home language surveys are distributed to parents upon their child's entry into the school. All findings are reported to parents in the monthly newsletter and calendar. A report is sent to the child's home with the determination of services.

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.

Document translation services are transcribed through varied channels for our limited English proficiency parents. Some services are presented in-kind by parent volunteers, and school staff. As an additional means to document translation, the school utilizes the services of The NYC DOE Translation and Interpretation Unit. In addition, funds are set aside to cover any anticipated cost of document translation. . Frequently used documents are maintained on file in the most common primary languages presenting at PS 134, Haitian Creole and Spanish.

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.

The primary language of parents/guardians is established within the first 30 days of the school year. A copy is maintained by the teacher and on the emergency contact card. Parents/ Guardians are entitled to and receive oral interpretation services in their primary language. Oral interpretation services are rendered in-house by school staff and volunteers.

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 primary language of parents/guardians is established within the first 30 days of the school year. A copy is maintained by the teacher and on the emergency contact card. Parents/ Guardians are entitled to and receive oral interpretation services in their primary language. PS 134 provides interpretation and translation services to all in need.

Services are provided by the translation and interpretation unit, parent volunteers, and school staff. Parents/Guardians can choose to rely on a friend or relative if they like, however, all critical documents will be transcribed in the parents primary language.

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:			
2. Enter the anticipated 1% set-aside for Parent Involvement:			
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:		*	
4. Enter the anticipated 10% set-aside for Professional Development:		*	

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

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.

Directions: On the action plan template provided below, indicate the key actions to be implemented for the 2006-07 school year to support improvement in priority areas as described in the school’s response to Parts B, C, and D of this section. For each annual goal and related objective, indicate the major actions/strategies/activities, target population(s), implementation timeline, person(s) responsible, resources needed, and indicators of progress and/or accomplishment. When completed, the action plan can be used as a tool to support effective implementation.

Parent Responsibilities

Parent Compact – Langston Hughes School 2010-2011

We, as parents, will support our children’s learning in the following ways: [Describe the ways in which parents will support their children’s learning, such as:

1. As the parent of a child in the Langston Hughes School, I agree to speak with my child’s teacher at least once a month to discuss his/her performance.
2. I will readily sign my child’s homework each night since I am aware that homework is given everyday. I will check and sign my child’s reading log. I will check my child’s book bag each night for notices and messages from the teacher and the school.
3. I will read to, and be read to by, my child at least 15 minutes each night. I will ask thought provoking and reading comprehension questions based upon the passages read by my child and me.
4. I will make sure that my child has a book that he/she can read during the day. This book will be read when the child has finished the assignment or is awaiting his/her teacher. The book can also be used for the their independent reading time during school hours.
5. I will sign all progress reports agreed to by me and the teacher in order to monitor my child’s behavior and academic progress.
6. I will maintain a copy of the Langston Hughes School student handbook. I will continually refer to it in order to reinforce the school’s expectations of my child.
7. I will pick up my child or make adequate arrangements to have him/her picked up at the appointed dismissal time of 3:00; kindergarten will be picked up 2:40 P.M.

- 8. I will monitor my child's attendance.
- 9. I will monitor my child's television watching.

Annual Goal (From Part C):	Our annual goal is to strengthen and broaden the partnership between the parental and school community.
Related Objective (Numbered in Part C):	<ol style="list-style-type: none"> 1. More parents will continue to participate in monthly PTA meetings to become involved in school activities and academic awareness. 2. Parents and the business community will participate in community involved projects that will stimulate student growth and learning based on the academic subjects and the content areas. 3. Parents will participate in workshops provided by the school staff to better understand the student assessments and the implications for instruction.
WHAT needs to be done to accomplish objective? Refer to specific actions, strategies, and activities described in Part D.	The school with the assistance of the parent coordinator will provide monthly workshops to enhance awareness of curriculum, state standards, and effective parenting skills to promote academic rigor. Communication with parents to provide awareness of activities, and day to day student activities to promote involvement and clear expectations. Promote community based activities to enhance the curriculum and student learning.
FOR WHOM? ➤ Identify Target Population (Include ELLs and students with disabilities)	Parents of all students including all pre-k and kindergarten through fifth grade including economically disadvantaged, general education, special education, ELL, all subgroups including African American, Asian, and Hispanic
WHEN? ➤ Implementation Timeline: Start/End Dates, Frequency, and Duration	The school year of September 2010-2011
BY WHOM? ➤ Person(s) or Positions(s) Responsible (* denotes Lead person)	Grade Leaders, Coaches, Administration,
SUPPORT ➤ Resources/Cost/Funding Source (Include all applicable funding sources, e.g., Tax Levy, PCEN, Title I, Title II, Title III, etc.)	Title I and school funding, regional funding, PTA fund raising activities
INDICATORS OF PROGRESS AND/OR ACCOMPLISHMENT – How will the school know whether strategies are working? ➤ Interval of Periodic Review ➤ Instrument(s) of Measure; Projected Gains	Increase parent attendance at PTA meetings, increase in parental involvement, surveys, attendance at school functions, increase of parent volunteers. We expect to increase parental involvement by 5%

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:

- **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

	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						
Title I, Part A (ARRA)	Federal						
Title II, Part A	Federal						
Title III, Part A	Federal						
Title IV	Federal						
IDEA	Federal						
Tax Levy	Local						

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;

-
- 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.

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

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 Hollis										
District:	2	1	2	S	342900010134						
DEMOGRAPHICS											
Grades Served:	F	v	3	v	7						
	K	v	4	v	8						
	1	v	5	v	9						
	2	v	6		1						
Enrollment					Attendance - % of days students attended:						
<i>(As of October</i>	2	2	2	<i>(As of June 30)</i>							
Pre-K	3	3	3								
Kindergarten	6	6	6	Student Stability - % of Enrollment:							
Grade 1	7	8	7	<i>(As of June 30)</i>							
Grade 2	6	7	9								
Grade 3	8	7	6								
Grade 4	7	9	6	Poverty Rate - % of Enrollment:							
Grade 5	5	7	8	<i>(As of October 31)</i>							
Grade 6	0	0	0								
Grade 7	0	0	0								
Grade 8	0	0	0	Students in Temporary Housing - Total							
Grade 9	0	0	0	<i>(As of June 30)</i>							
Grade 10	0	0	0								
Grade 11	0	0	0								
Grade 12	0	0	0	Recent Immigrants - Total Number:							
Ungraded	1	1	2	<i>(As of October 31)</i>							
Total	4	5	4								
Special					Suspensions (OSYD Reporting) - Total						
<i>(As of October</i>	2	2	2	<i>(As of June 30)</i>							
# in Self-Contained Classes	8	7	3	Principal Suspensions							
# in Collaborative Team	2	6	0	Superintendent Suspensions							
Number all	1	7	1	Special High School Programs - Total Number:							
<i>These students are included in the enrollment information above.</i>					<i>(As of October 31)</i>						
English Language Learners (ELL) Enrollment:					CTE Program Participants						
<i>(As of October</i>	2	2	2	Early College HS Program Participants							
# in Transitional Bilingual	0	0	BD	Number of Staff - Includes all full-time staff:							
# in Dual Lang.	0	0	BD	<i>(As of October 31)</i>							
# receiving ESL services only	2	0	BD	Number of Teachers							
# ELLs with IEPs	2	3	BD	Number of Administrators and Other Professionals							
<i>These students are included in the General and Special Education enrollment information above.</i>					Number of Educational Paraprofessionals						

Overage Students (# entering students)				Teacher Qualifications:			
(As of October 31)	2	2	2	(As of October 31)	2	2	2
	0	0	0	% fully licensed & permanently assigned to this	00.0	00.0	00.0
				% more than 2 years teaching in this school	4.4	7.4	0.8
				% more than 5 years teaching anywhere	8.7	3.5	0.2
(As of October 31)	2	2	2	% Masters Degree or higher	0.0	0.0	1.5
American Indian or Alaska Native	.8	.8	.2	% core classes taught by "highly qualified"	4.6	00.0	00.0
Black or African American	1.5	3.9	5.7				
Hispanic or Latino	.7	.3	.7				
Asian or Native Hawaiian/Other Pacific	.1	.5	.4				
White	.1	.8	.0				
Male	0.2	2.1	4.3				
Female	9.8	7.9	5.7				

2009-10 TITLE I STATUS

v	T						
	T						
	N						
Years the				2			
				v	v		

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School		I					
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Overall NCLB/Diferentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	<u>Phase</u>	<u>Category</u>
	I	v B Focused Compre
	Improvement Year 1	
	Improvement Year 2	
	Corrective Action	
	Corrective Action	
	Restructuring Year 1	
	Restructuring Year 2	
	Restructuring	

Individual Subject/Area AYP Outcomes:

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

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

	<u>Elementary/Middle</u>	<u>Secondary Level</u>
Student Groups	E M S	I rad rogress
	LA ath cience	LA ath rad rogress
All Students	v v v	
Ethnicity		

American Indian or Alaska Native	-	-	-			
Black or African American	v	v				
Hispanic or Latino	-	-	-			
Asian or Native Hawaiian/Other	-	-				
White	-	-	-			
Multiracial	-	-	-			
Students with Disabilities	v	v	-			
Limited English Proficient	-	-	-			
Economically Disadvantaged	v	v				
Student	4	4	1			

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-		Quality Review Results – 2009-10				
Overall Letter Grade:	E	Overall Evaluation:				
Overall Score:	5	Quality Statement Scores:				
Category Scores:		Quality Statement 1: Gather Data				
School Environment:	7	Quality Statement 2: Plan and Set Goals				
(Comprises 15%		Quality Statement 3: Align Instructional Strategy to				
School Performance:	4	Quality Statement 4: Align Capacity Building to				
(Comprises 25%		Quality Statement 5: Monitor and Revise				
Student Progress:	4					
(Comprises 60%						
Additional Credit:	4					

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		WD = Well Developed				
		NR = Not Reviewed				

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-
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 2.05	District 29	School Number 134	School Name The Langston Hughes
Principal Cheryl E. Marmon-Halm		Assistant Principal Sandra M. Johnson	
Coach Donna Misuraca/Literacy		Coach Cassie Nassiri/Data Specialist	
Teacher/Subject Area Carla Lerebours/ESL		Guidance Counselor Kean Dey-Foy	
Teacher/Subject Area Karenann Ragusa/Reading		Parent Yvette Hall	
Teacher/Subject Area		Parent Coordinator Doreen Gulabchand	
Related Service Provider Janice Singleton/SETSS		Other type here	
Network Leader Dr. Joanne Joyner-Wells		Other type here	

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	1	Number of Certified Bilingual Teachers	0	Number of Certified Teachers NLA/Foreign Language	0
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	N/A	Number of Teachers of ELLs without ESL/Bilingual Certification	1

C. School Demographics

Total Number of Students in School	954	Total Number of ELLs	06	ELLs as Share of Total Student Population (%)	12.12%
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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.
- 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.)
- 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.

All students who are new to the NYC school system are asked to complete a Home Language Identification Survey. When a parent indicates that a language other than English is spoken in the home and also by the student, the student is administered the LAB-R and parents are contacted for an interview and/or a parent orientation meeting. Students who are entitled to receive ESL are placed in monolingual classes and receive the appropriate units of ESL per day. This is determined by their LAB-R score. When a student scores at the beginning or intermediate level he/she receives 360 minutes of ESL/ELA instruction per week. Students who score at the advanced level receive 180 minutes of ESL/ELA instruction as per CR Part 154. Parents are offered the choice of transferring their child to a school

with a bilingual program, as it is not offered at PS 134Q. Parents overwhelmingly choose to keep their child in the ESL program in the school that is closer to home. All students who identify as English Language Learners are administered the New York State English as a Second Language Assessment Test (NYSESLAT) at the end of the school year. Parents are notified in September about their child's continuing entitlement.

Parent orientation meetings are held throughout the school year as new ELLs enter the school. The orientation meeting is designed to help parents understand the school system and choose the program that best suits their child's needs. Parents view the NYC Department of Education orientation video in the language of their choice and are offered an interpreter (i.e. a teacher, a paraprofessional, a school aide, a parent) if needed. The parent survey and other information about the programs offered to ELLs are also in the language of their choice.

Letters are sent home to parents/guardians inviting them to parent orientation meetings. The ESL teacher and the parent coordinator make every effort through phone calls and other verbal communication to ensure that parents attend the parent orientation meeting and the parent surveys are returned. After attending the parent orientation meeting, 100% of our parents have chosen to have their children placed in the ESL program at PS 134Q. Their choice is based on many factors: 1) they want their child to be immersed in English and learn it as quickly as possible; 2) the school does not offer a Transitional Bilingual Education (TBE) program and does not have the number of students speaking a specific language to do so; 3) they want to keep their child in the zoned school.

For parents who do not attend the parent orientation meeting despite the school best efforts to have them do so, the children are placed in a monolingual class and receive the services they are entitled to as continuous efforts are made to inform the parents.

Part III: ELL Demographics

A. ELL Programs

<p>This school serves the following grades (includes ELLs and EPs)</p> <p>Check all that apply</p>	<p> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/> </p>
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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															
												0	1	2	of #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)															
Dual Language (50%:50%)															
Freestanding ESL															
Self-Contained															
Push-In															
Total															

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	60	Newcomers (ELLs receiving service 0-3 years)	43	Special Education	14
SIFE	3	ELLs receiving service 4-6 years	17	Long-Term (completed 6 years)	

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

ELLs by Subgroups																
	ELLs (0-3 years)					ELLs (4-6 years)					Long-Term ELLs (completed 6 years)					Total
	II	A	SIFE	Special Education	S	II	A	SIFE	Special Education	S	II	A	SIFE	Special Education	S	
TBE																0
Dual Language																0

ESL	43	2	7	17	1	7				60
Total	43	2	7	17	1	7	0	0	0	60
Number of ELLs in a TBE program who are in alternate placement: <u>0</u>										

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
											0	1	2	TOTAL
Spanish	S													
Chinese	C													
Russian	Ru													
Bengali	Be													
Urdu	Ur													
Arabic	Ar													
Haitian	H													
French	Fr													
Korean	K													
Punjabi	Pu													
Polish	Po													
Albanian	Al													
Yiddish	Yi													

Transitional Bilingual Education															
Number of ELLs by Grade in Each Language Group															
												0	1	2	TOTAL
Other	○														
TOTAL	T														

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		
	LL	P	LL	P																	
Spanish																					
Chinese																					
Russian																					
Korean																					
Haitian																					
French																					
Other																					
TOTAL																					

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	LL	P	LL	P	LL	P	LL	P	LL	P
Spanish										
Chinese										
Russian										
Korean										
Haitian										
French										
Other										
TOTAL										

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

											0	1	2	TOTAL
Spanish	S													6
Chinese	C													
Russian	R													
Bengali	B													
Urdu	U													
Arabic	A													
Haitian	H													8
French	F													
Korean	K													
Punjabi	P													
Polish	P													
Albanian	A													
Other	O													
TOTAL	T		5	0		2								0

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.

The ESL program implemented at PS 134 is a pull-out model for instruction. Children are grouped according to their reading levels and/or their language proficiency levels. Beginner and intermediate students receive two (45 minutes) periods of instruction a day. Advanced students receive one (45 minutes) period. ELLs receive small group literacy instruction through the Title I reading program. The reading specialist meets with these students during the time mandated as per the CR Part 154. Depending on the specific needs of the students, the instructional program consists of phonics/phonemic awareness, vocabulary, reading comprehension and/or fluency. Students who have been in ESL for more than three years and those who are having difficulties, receive individualized instruction with the SETSS teacher. The SETSS teacher may provide small group or individual instruction. The instruction given is data driven. As a result students receive additional support in phonics/phonemic awareness, vocabulary, reading comprehension and/or fluency. The SETSS teacher uses content area materials to teach specific reading strategies and to build background knowledge for English language learners. Special attention is given to Students with Interrupted Formal Education (SIFE). They receive 45 minutes of instruction with the reading specialist and 45 minutes of instruction with the SETSS teacher (daily). The reading teacher and the SETSS teacher provide skills based instruction. The pull out program for these students is designed so they are able to travel with their class to receive instruction in the content areas by pedagogues who are experienced in the specific subjects, i.e. science, mathematics, social studies. The workshop model is used throughout the school enabling ELLs to receive hands-on individual or small group instruction during the time spent with cluster teachers. Whenever possible SIFE students are instructed in their native language for content areas in order to enhance comprehension. This is accomplished by teachers and/or educational assistants. Language development is enriched through the use of pictures, listening centers and technology (computer programs that address individual needs). Working with students individually or in small groups, using a variety of materials make it possible to address the different learning modalities of the students. This is of particular importance for SIFE students and students with Individual Educational Program.

To help students meet grade level standards in English language arts, many materials, methods and strategies are used. Some of them include: the Language Experience Approach, Reader's and Writer's Workshop, Balanced Literacy, Mondo Pathways to Writing, The Wright Skills Phonics and Word Study. To differentiate instruction the students have access to listening centers and computer programs.



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.



25%	Dual Language		
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?

English Language Learners in regular education and special education are invited to attend the Title III after school program which provides small group and differentiated instruction through content areas of English Language Arts, mathematics, science and social studies, using ESL methodology, which helps students acquire English language proficiencies in all subjects. Students who have recently tested out of ESL are also invited to participate in the afterschool Title III program where they are given the continued academic support. When grouping the students, academic performance and the results of the NYSESLAT are taken into consideration. Students work with the Title I Reading teacher and/or the SETSS teacher as well as the ESL teacher. The instructor and the instructional materials used during these lessons provide students with opportunities to see lessons modeled, to discuss and compare cultural similarities/differences, to use hands on activities to apply strategies learned to new situations. Students with less than three years in the school system are encouraged to attend the Title III summer program to maintain and improve their performance level. During the regular school day, ELLs with IEPs are placed in self contained special education classes or in a CTT class, provided with a bilingual educational assistant if required by IEP, and receive services mandated by their IEP, including mainstream pull-out ESL.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

Teachers are selected to attend Teachers College for professional development targeting the ELL population. The teachers turn-key the information at the school level through grade meetings or by making presentations during faculty conferences. All staff, i.e. general education teachers, special education teachers and educational assistants benefit from the Teachers College training and are encouraged to implete strategies when working with ELL students. Professional materials are made available for staff members to borrow.

In order to assist ELL students with a smooth transition from elementary school to middle school, the administrator , the ESL teachers and classroom teacher collaborate to determine the best enviornment for each student. For students with an IEP the school may be dictated by the IEP.

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?

The parent coordinator in conjunction with the school administration , the faculty and the PTA schedule workshops for parents throughout the school year. The topics decided are based on the needs of the school and /or the request of parents. An ESL workshop is held once a week for parents who speak little or no English. The workshop is designed to address the cultural and linguistic needs of the new immigrant parent. Once a month, parents are invited to attend an ELA and math workshop during which time they are taught how to help their children with homework and how to prepare them for formal and informal assessments. A computer workshop is also held once a month. parents learn how to use technology to access school data as well as data about their child. They are also shown the best educational websites to use. Parents of English Language Learners and their children are invited to join other families in the school, to participate in the schoolwide DEAR Book Club. This book club is designed to encourage families to read together. It is also an opportunity to explore different genres and cultures. Through this vehicle, families can share cultural similarities/differences and use English to discuss what they are reading. In discussion the children are able to use their prior knowledge to support their opinions and expand critical thinking skills.

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)

												0	1	2	TOTAL
Beginner(B)															2
Intermediate(I)															1
Advanced (A)															7
Total			5	0		2									0

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level												0	1	2
LISTENING/SPEAKING	B														
	I														
	A														
	P														
READING/WRITING	B														
	I														
	A														
	P														

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	1	3	2	0	6
4	5	3	1	0	9
5	2	2	1	0	5

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

NYS Math										
Grade	Level 1		Level 2		Level 3		Level 4		Total	T
	English	EN	English	EN	English	EN	English	EN		
3	0	0	2	3	1	1	2	0	9	
4	3	2	5	0	1	1	0	0	12	1
5	0	1	1	4	0	2	0	0	8	
6									0	
7									0	
8									0	
NYSAA Bilingual Spe Ed									0	

NYS Science										
Grade	Level 1		Level 2		Level 3		Level 4		Total	T
	English	EN	English	EN	English	EN	English	EN		
4	0	0	2	2	4	0	1	0	9	
8									0	
NYSAA Bilingual Spe Ed									0	

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	Non-English	English	Non-English	English	Non-English	English	Non-English	
5	1	2		1		1			5
8									0
YSAA Bilingual Spe Ed									0

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
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)			
	1 ^Q 1-25 percentile	2 ^Q 26-50 percentile	3 ^Q 51-75 percentile	4 ^Q 76-99 percentile	1 ^Q 1-25 percentile	2 ^Q 26-50 percentile	3 ^Q 51-75 percentile	4 ^Q 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
 2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
 3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
 4. For each program, answer the following:
 - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
 5. For dual language programs, answer the following:
 - a. How are the English Proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
 6. Describe how you evaluate the success of your programs for ELLs.

In the early grades literacy is assessed using Teachers College Reading Writing Project (TCRWP). This includes running records, on demand writing, sight words, spelling, phonics/phonemic awareness and letter recognition. Many ELL students in grades K-2 are able to decode and identify sight words and high frequency words. However, others struggle with sight word recognition, decoding words, beginning, ending and medial sounds, and letter sound association. Some students also have difficulty understanding words are made up of groups of letters. Looking at the data from the NYSESLAT and the results of the ELL Periodic Assessment, patterns across proficiency levels and grades show that ELL students acquire the listening and speaking skills more rapidly than the reading and writing skills. The writing skills are the most difficult to attain. Therefore, extra support is given to help students obtain the skills needed to develop their writing skills. ELLs receive daily lessons to improve their organization, vocabulary and writing mechanics. Academic Intervention Services (AIS), which meets 25 minutes each morning and the Extended Day Program, which meets three times a week for 40 minutes and the Title III Program which meets twice a week for 2 hours per day, provide differentiated and small group instruction. Students receive instruction in grammar, syntax, vocabulary development, phonemic awareness, decoding skills and the writing process. In addition to the AIS program and the services provided during the extended day program first and second grade ELLs who have tested below grade level on the Teachers College assessment receive individual instruction with the Reading Recovery teacher where the focus is on using strategies that will improve reading comprehension.

English Language Learners who take the New York State test in their native language do not fair as well as the ELL students who take the NYS tests in English. Only students who have been in the New York City school system 2 years or less take the test in their native language since ELLs are placed in monolingual classes. At our school this is because only ELLs who have been in the NYC school system for 2 years or less take the test in their native language. When given a choice, ELL students will take the test in English. Since the classroom instruction is in English, students are more comfortable taking the tests in the second language. The data from all assessments is reviewed with the administrative staff and all teachers involved. The plan for instruction, instructional material purchased and the program(s) the ELL student will participate in is based on this information. The scores on the NYS ELA, the NYSESLAT and the TCRWP assessments are all used to evaluate the success of the programs for ELLs and the progress they are making. We are constantly looking at the data and making modifications to our instructional program.

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.

The ESL teachers administer the ELL Periodic Assessment in grades 3-5 as per the New York City testing calendar. When the results are obtained, the classroom teachers share the information with the ESL teachers. Together the ESL teachers and the classroom teachers discuss the data and plan lessons based on the students strengths and weaknesses. The students are given the opportunity to practice the skills learned in the classroom which are then reinforced during ESL instruction. The articulation between the teachers is ongoing and lessons are changed/modified as students master skills.

Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject		

	Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		