



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : PS 134

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 22/K/22K134

PRINCIPAL: DEBRA RAMSARAN EMAIL: DRAMSAR@SCHOOLS.NYC.GOV

SUPERINTENDENT: LINDA WAITE

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Debra Ramsaran	*Principal or Designee	
Mary Ellen Walsh	*UFT Chapter Leader or Designee	
Candida Knight	*PA/PTA President or Designated Co-President	
Denise Stein	DC 37 Representative, if applicable	
	<i>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Regina Squadrito	Member/Assistant Principal	
Danielle Valk	Member/Chairperson	
Jasmine Yan	Member/Classroom Teachers	
Maria Mancini	Member/Title I Parent Representative	
Martha Avilez	Member/Parent/ESL	
Gabrielle Joseph	Member/Parent	
Silvia Mosso	Member/Parent	
Marisela Gil	Member/Parent	

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #1

- By June 2012, there will be a 2-5% increase in the number of students in grades three to five scoring at levels 3 and 4 in English Language Arts as measured by city, state and/or teacher generated assessments.

Comprehensive needs assessment

- This goal has been deemed necessary for the school based upon the results of the 2010-2011 New York State English Language Arts exam. On the New York State English Language Arts assessment 70.6% of the students in grades three, four and five achieved level 3 or above.
- On the Progress Report 70.6% of the students in grades 3-5 scored at level 3 and above on performance. We had a median adjusted growth percentile of 73.5%.
- On the State Differentiated Accountability Report PS 134 is in Good Standing however, in order to move towards meeting the rising effective AMO we have to increase the number of students scoring at levels 3 and 4.

Instructional strategies/activities:

- a) strategies/activities that encompass the needs of identified student subgroups,
 - Reading Workshop, Writing Workshop, Word Study, Grammar, Literacy Centers, Supplemental literacy activities, special projects, incorporation of the Common Core Standards, Shared Reading, Guided Reading, Leveled Independent Reading, Extended Day
- b) staff and other resources used to implement these strategies/activities,
 - Leveled Classroom Libraries, Grammar Workbooks, Word Study Workbooks, Phonics Workbooks, Materials in various genres (realistic fiction, historical fiction, poetry, etc.), Professional books/materials for staff, two resource rooms, Academic Intervention teachers, Specialized programs (Buckle Down, Wilson, etc.), Teachers College Staff Developers (in house), Staff Development (out of the school), Literacy Staff Developers, New teacher workshops, Teachers College Reading and Writing Curriculum Materials
- c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - teachers assessment of students in need of more intensive services, Grade Conferences, Professional Development Planning periods, Study groups, faculty conferences, teacher leaders on each grade, curriculum planning team, Extended day Thursdays
- d) timeline for implementation.
 - September – June

Strategies to increase parental involvement

- Strategies and activities in our school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal:
 - ELA workshops
 - Common Core Standards workshops
 - Parent Progress Reports
 - Provide buses for Parent/Teacher Conferences
 - PS 134 Newsletter
 - Translation services

- Book baggies with leveled texts sent home with students
- Communication with classroom teachers
- Affiliation with Public Library
- Parent Curriculum Calendars

Strategies for attracting Highly Qualified Teachers (HQT)

- In order to attract Highly Qualified Teachers, as defined by NCLB, we will do the following:
 - Attend district and college job fairs
 - Use the open market to select potential candidates to interview
 - Build relationships with community based organizations
 - Build relationships with colleges
 - Network with current staff
- In order to ensure that current staff become highly qualified we will do the following:
 - On site staff development by literacy coach as well as other staff developers
 - New teachers are provided a mentor teacher
 - Inter and intra visitations
 - Professional development provided by teachers college – in house and at Teachers College
 - Professional collaboration among teachers
 - New teachers are given staff development before the school year begins
 - Interdisciplinary professional development (reading teachers provide professional development for the science teacher, etc.)

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
 - Our Guidance Counselor and our Pupil Personnel teacher support students with their social and emotional development
 - The Guidance Counselor works with families that are in temporary housing to assess their needs and provide support in alleviating these needs
 - The nurse provides asthma training
 - School-wide themed projects (bullying, etc.)
 - The safety committee addresses school-wide concerns, as well as current issues, such as bus behavior and bullying
 - Monthly parent workshops are hosted on issues such as safety
 - The Guidance Counselor works with the students using programs to develop respect and character development

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
 - TL Fair Student Funding – classroom teachers, cluster teachers, support staff, per diem substitute days, paraprofessionals, supplies, Teachers College professional development
 - Title I – classroom teachers, cluster teachers, support staff, supplies
 - TL Parent Involvement – parent workshops, parent supplies
 - Title III – ESL materials, ESL support staff
 - Tax Levy NYSTL Textbook – books
 - Title IIA – classroom teachers

- Tax Levy NYSTL Library – support materials
- ARRA RTTT Data Specialist – per session
- Inquiry Team – per session
- TL Parent Coordinator – support for parent involvement
- Contract for Excellence – classroom teachers, cluster teachers, support staff

ANNUAL GOAL #2 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #2

- By June 2012, there will be a 2-5% increase in the number of students in grades three to five scoring at levels 3 and 4 in the New York State Mathematics exam as measured by city, state and/or teacher generated assessments.
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Comprehensive needs assessment

- This goal has been deemed necessary for the school based upon the results of the 2010-2011 New York State mathematics examination. On the New York State Mathematics assessment 82.8% of the students in grades three, four and five achieved level 3 or above.
- On the Progress Report 82.8% of the students in grades 3-5 scored at level 3 and above on performance. We had a median adjusted growth percentile of 78%.
- On the State Differentiated Accountability Report PS 134 is in Good Standing however, in order to move towards meeting the rising effective AMO we have to increase the number of students scoring at levels 3 and 4.

Instructional strategies/activities:

- a) strategies/activities that encompass the needs of identified student subgroups,
 - Math Workshop, Math Centers, Math Based Technology (software), Supplemental math activities (100th Day, etc.), Materials aligned to the Common Core Standards, Extended Day
- b) staff and other resources used to implement these strategies/activities,
 - AIS providers, Math Coach, Everyday Math materials, manipulatives, Problem of the Day charts, Buckle Down Math workbooks
- c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - Grade conferences, staff development, faculty conferences, professional development, teacher leader on each grade
- d) timeline for implementation.
 - September - June

Strategies to increase parental involvement

- Strategies and activities in our school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal:
 - Math workshops
 - Common Core Standards workshops
 - Progress reports
 - Providing buses for Parent/Teacher Conferences
 - PS 134 Newsletter
 - Translation services
 - Communication with classroom teachers
 - 100th Day of School Celebration
 - Parent Curriculum Calendars

Strategies for attracting Highly Qualified Teachers (HQT)

- In order to attract Highly Qualified Teachers, as defined by NCLB, we will do the following:
 - Attend district and college job fairs
 - Use the open market to select potential candidates to interview
 - Build relationships with community based organizations
 - Build relationships with colleges
 - Network with current staff
- In order to ensure that current staff become highly qualified we will do the following:
 - On site staff development by math coach as well as other staff developers
 - New teachers are provided a mentor teacher
 - Inter and intra visitation
 - Professional collaboration among teachers
 - New teachers are given staff development before the school year begins
 - Interdisciplinary professional development (math teachers provide professional development for the science teacher, etc.)

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
 - Our Guidance Counselor and our Pupil Personnel teacher support students with their social and emotional development
 - The Guidance Counselor works with families that are in temporary housing to assess their needs and provide support in alleviating these needs
 - The nurse provides asthma training
 - School-wide themed projects (bullying, etc.)
 - The safety committee addresses school-wide concerns, as well as current issues, such as bus behavior and bullying
 - Monthly parent workshops are hosted on issues such as safety
 - The Guidance Counselor works with the students using programs to develop respect and character development

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
 - TL Fair Student Funding – classroom teachers, cluster teachers, support staff, per diem substitute days, paraprofessionals, supplies, Teachers College professional development
 - Title I – classroom teachers, cluster teachers, support staff, supplies
 - TL Parent Involvement – parent workshops, parent supplies
 - Title III – ESL materials, ESL support staff
 - Tax Levy NYSTL Textbook – books
 - Title IIA – classroom teachers
 - ARRA RTTT Data Specialist – per session
 - Inquiry Team – per session
 - TL Parent Coordinator – support for parent involvement
 - Contract for Excellence – classroom teachers, cluster teachers, support staff

ANNUAL GOAL #3 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #3

- By June 2012, there will be a 2-5% increase in the number of students in grades kindergarten to five reading at or above grade level as measured by Teachers College Assessments.

Comprehensive needs assessment

- This goal has been deemed necessary for the school based upon the results of the 2010-2011 Teachers College Assessments. On the Teachers College Assessments 85% of the students in grades kindergarten through grade five achieved level 3 or above.
- On the NYCCLS, reading strand 10 states that all students should be reading on grade level.
- On the State Differentiated Accountability Report PS 134 is in Good Standing however, in order to move towards meeting the rising effective AMO we have to increase the number of students scoring at levels 3 and 4.

Instructional strategies/activities

- a) strategies/activities that encompass the needs of identified student subgroups,
 - Reading Workshop, Writing Workshop, Word Study, Grammar, Literacy Centers, Supplemental literacy activities, special projects, incorporation of the common core standards, Shared Reading, Guided Reading, Leveled Independent Reading, Extended Day
- b) staff and other resources used to implement these strategies/activities,
 - Leveled Classroom Libraries, Grammar Workbooks, Word Study Workbooks, Phonics Workbooks, Materials in various genres (realistic fiction, historical fiction, poetry, etc.), Professional books/materials for staff, two resource rooms, Academic Intervention teachers, Specialized programs (Kaplan, Wilson, etc.), Teachers College Staff Developers (in house), Staff Development (out of the school), Literacy Staff Developers, New teacher workshops, Teachers College Reading and Writing Curriculum Materials
- c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - teachers assessment of students in need of more intensive services, Grade Conferences, Professional Development Planning periods, Study groups, faculty conferences, teacher leader on each grade, curriculum planning team, Extended Day Thursdays
- d) timeline for implementation.
 - September – June

Strategies to increase parental involvement

- Strategies and activities in our school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal:
 - ELA workshops
 - Common Core Standards workshops
 - Progress reports
 - Providing buses for Parent/Teacher Conferences
 - PS 134 Newsletter
 - Translation services
 - Book baggies with leveled texts sent home with students

- Communication with classroom teachers
- Affiliation with Public Library
- Parent Curriculum Calendars

Strategies for attracting Highly Qualified Teachers (HQT)

- In order to attract Highly Qualified Teachers, as defined by NCLB, we will do the following:
 - Attend district and college job fairs
 - Use the open market to select potential candidates to interview
 - Build relationships with community based organizations
 - Build relationships with colleges
 - Network with current staff
- In order to ensure that current staff become highly qualified we will do the following:
 - On site staff development by literacy coach as well as other staff developers
 - New teachers are provided a mentor teacher
 - Inter and intra visitations
 - Professional development provided by teachers college – in house and at teachers college
 - Professional collaboration among teachers
 - New teachers are given staff development before the school year begins
 - Interdisciplinary professional development (reading teachers provide professional development for the science teacher, etc.)

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
 - Our Guidance Counselor and our Pupil Personnel teacher support students with their social and emotional development
 - The Guidance Counselor works with families that are in temporary housing to assess their needs and provide support in alleviating these needs
 - The nurse provides asthma training
 - School-wide themed projects (bullying, etc.)
 - The safety committee addresses school-wide concerns, as well as current issues, such as bus behavior and bullying
 - Monthly parent workshops are hosted on issues such as safety
 - The Guidance Counselor works with the students using programs to develop respect and character development

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
 - TL Fair Student Funding – classroom teachers, cluster teachers, support staff, per diem substitute days, paraprofessionals, supplies, Teachers College professional development
 - Title I – classroom teachers, cluster teachers, support staff, supplies
 - TL Parent Involvement – parent workshops, parent supplies

- Title III – ESL materials, ESL support staff
- Tax Levy NYSTL Textbook – books
- Title IIA – classroom teachers
- Tax Levy NYSTL Library – support materials
- ARRA RTTT Data Specialist – per session
- Inquiry Team – per session
- TL Parent Coordinator – support for parent involvement
- Contract for Excellence – classroom teachers, cluster teachers, support staff

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

- 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.

	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	44	43	N/A	N/A	8			
2	54	55	N/A	N/A	5			
3	53	53	N/A	N/A	11			2
4	50	54	67	67	3			
5	65	66	81	81	5			2
6								
7								
8								
9								
10								
11								
12								

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

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

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

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

**P.S. 134 School Parental Involvement Policy
2011 -2012**

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

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

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

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

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

P.S. 134 will take the following actions to involve parents in the process of school review and improvement under Section 1116 – Academic Assessment and Local Educational Agency and School Improvement of the ESEA.

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

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

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

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

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

- The State's academic content standards.
- The State and City's student academic achievement standards.
- The State and local academic assessments including alternate assessments.
- The requirements of Title I, Part A.
- How to monitor their child's progress, and
- How to work with educators.

- Parent Handouts
- Annual School Report
- Workshops on curriculum and assessment
- Dissemination of curriculum materials (when available in translation)
- Provide written and oral translations when possible.
- Parent Teacher conferences
- Individual student reports, assessment data and report cards.

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

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

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

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

Other Activities Include:

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

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

School – Parent Compact 2011-2012

School Name: P.S. 134

PS 134 and the parents of the students participating in activities, services, and programs funded by Title 1, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State’s high standards. This school-parent compact is in effect during school year 2010-2011.

School Responsibilities	The Parent/Guardian Responsibilities
P.S. 134 will: <ul style="list-style-type: none"> • Provide high quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State’s student academic achievement standards as follows 	We, as parents, will support our children’s learning in the following ways: <ul style="list-style-type: none"> ▪ Supporting my child’s learning by making education a priority in our home by: <ul style="list-style-type: none"> ➤ Making sure my child is on time and prepared

<ul style="list-style-type: none"> ➤ Implement the Chancellor's Core Curriculum ➤ Provide on-going Professional Development • Hold parent-teacher conferences during which this Compact will be discussed as it relates to the individual child's achievement. <ul style="list-style-type: none"> ➤ Specifically, those conferences will be held in November (Day & Evening) and March (Day & Evening) • Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: <ul style="list-style-type: none"> ➤ Individual Student Standardized Test Reports ➤ November Report Cards ➤ March – Report Cards ➤ End of Year Report Cards ➤ Informal classroom assessments on an ongoing basis. • Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: <ul style="list-style-type: none"> ➤ Daily during teachers' prep periods by appointment at the school. ➤ Open School Parent/Teacher Conferences (Biyearly) ➤ Contact with Parent Coordinator • Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities as follows: <ul style="list-style-type: none"> ➤ Parents will be invited to participate in school events, trips, and writing celebrations throughout the year. ➤ Classroom visits during Open School week • Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing and timely way. • Involve parents in the joint development of any school 	<ul style="list-style-type: none"> everyday for school; ➤ Monitoring attendance; ➤ Talking to my child about his/her school activities; ➤ Scheduling daily homework time; ➤ Providing an environment conducive for study; ➤ Making sure that homework is completed; ➤ Monitoring the amount of television my children watch and the amount of video games they play <ul style="list-style-type: none"> ▪ Participating, as appropriate, in decisions relating to my child's education ▪ Participating in school activities on a regular basis. ▪ Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the district either received by my child or by mail and responding, as appropriate. ▪ Reading together with my child every day. ▪ Providing my child with a library card. ▪ Communicating positive values and character traits, such as respect, hard work and responsibility. ▪ Respecting the cultural differences of others. ▪ Helping my child accept consequences of negative behavior. ▪ Being aware of and following the rules and regulations of the school and Citywide Standards of Discipline and Intervention Measures. ▪ Supporting the school's discipline policy and the safety policy. ▪ Explain to children the importance of safety on the bus while riding to and from school and follow the school's bus safety rules that both students and parents sign. ▪ Express high expectations and offer praise and encouragement for achievement and positive behavior. ▪ To share the responsibility for improved student achievement. ▪ To communicate with his/her child's/children's teacher about their educational needs.
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wide program plan in an organized, ongoing and timely way through the Parent Association and SLT.

- Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as morning or evening, so that as many parents as possible can attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
- Provide each parent an individual student report about the performance of their child on the State assessment in English language arts and mathematics.
- Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title Final Regulations (67 Fed. Reg. 71710, December 2, 2002).

- To ask parents and parent groups to provide information to the school on the type of training or assistance they would like and/or need to help them be more effective in assisting their child/children in the educational process.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

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 into the submission form. For additional information, hold your cursor over the [?](#).

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader 4 Christopher Groll/Neil Oprom	District 22	Borough Brooklyn	School Number 134
School Name P.S. 134			

B. Language Allocation Policy Team Composition [?](#)

Principal Debra Ramsaran	Assistant Principal Regina Squadrito
Coach Danielle Valk	Coach Jule Marino
ESL Teacher NaheedChaudhry/ESL	Guidance Counselor Diane Washington
Teacher/Subject Area Danielle Tesoriero/ESL	Parent Maria Mancini
Teacher/Subject Area Jennifer McMorro/Reading Teac	Parent Coordinator Betty Lopez
Related Service Provider Jasmine Yan	Other Mary Ellen Walsh/Reading Teach
Network Leader Neil Opromalla	Other type here

C. Teacher Qualifications [?](#)

Please provide a report of all staff members' certifications referred to in this section. Press TAB after each number entered to calculate sums and percentages.

Number of certified ESL teachers	2	Number of certified bilingual teachers		Number of certified NLA/foreign language teachers	
Number of content area teachers with bilingual extensions		Number of special education teachers with bilingual extensions		Number of teachers of ELLs without ESL/bilingual certification	
Number of teachers who hold both a bilingual extension and ESL certification		Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	1		

D. School Demographics

Total number of students in school	440	Total Number of ELLs	83	ELLs as share of total student population (%)	18.86%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

1. The certified ESL teacher has parents of all new admits complete a Home Language Identification Survey. Parents are requested to check off the language/s that are spoken at home. This enables us to identify both the ELL services needed for students as well as the different languages in our school community. The ESL teacher meets with all parents of new admits who have been identified as in need of ESL instruction. She also determines if the parents are in need of translation and interpretation services. An informal oral interview is given to students in English and in their native language. The certified ESL teacher conducts the interviews in English and in Urdu. Other school personnel administer the informal interview in the child's native language. When parents visit the Main Office, the Parent Coordinator and the Pupil Accounting Secretary inform the school of any parent who may need further support communicating in English. If parents need translation in a language other than what the ESL teacher speaks we have staff members translate in the language of the parent. If a parent speaks a language we cannot provide a translator for, we call translation and interpretation services. Within the first ten school days the student is administered the LAB-R. The students are given the LAB-R test in English by the certified ESL teacher. If the student is Spanish speaking they are administered the Spanish LAB-R by a Spanish speaking teacher in the school. The name of the pedagogue that administers the LAB-R is Ms. N. Chaudhry. She is a certified ESL teacher. Within the school we have teachers that speak: Spanish, Urdu, Chinese, Russian, Haitian Creole, Bengali, French, Hebrew, Yiddish, Hindu, Hungarian, Greek, Italian, Polish, Punjabi, and Ukranian. These languages cover the student population at the school. The speaking component is administered individually by the certified ESL teacher. The reading, writing and listening components are administered based upon grade levels and other accommodations such as special education. The information obtained from the LAB-R is used to determine the amount of time students are seen by the certified ESL teacher. Students who score at the beginning and intermediate levels receive 360 minutes of instruction per week and students who score at the advanced level receive 180 minutes of instruction per week. The NYSESLAT results are used by the classroom teacher to provide support in the areas of listening, speaking, reading, writing, vocabulary development and grammar.

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

3. Entitlement letters are sent home to the parents by the certified ESL teacher. She also monitors the return of the form. If the forms are not returned the school makes phone calls to remind the parents. The certified ESL teacher stores the form.

4. Once the students have been identified as ELLs and we have met with the parents to explain the three program choices available in their native language, parents make a program selection. At that point students are placed in the appropriate program based on the parental choice.

5. After reviewing the parent survey and program selection for the last three years the trend in program choice has been the freestanding ESL program.

6. The freestanding ESL program at P.S. 134 is aligned with the informed choices of our parent constituency. The school is equipped to provide translation services in the native language of the parents to ensure their understanding. It has been parental choice in our school for the ESL program. However if parents requested a dual language or traditional bilingual program and we had fifteen students in one grade, or in two consecutive grades, who spoke the same language we would open a class.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

Transitional bilingual education program	Yes●	No*	If yes, indicate language(s):
Dual language program	Yes●	No*	If yes, indicate language(s):

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. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education <small>(60%;40% → 50%;50% → 75%;25%)</small>														0
Dual Language <small>(50%;50%)</small>														0
Freestanding ESL														
Self-Contained	16													16
Push-In		25	10	10	7	15								67
Total	16	25	10	10	7	15	0	0	0	0	0	0	0	83

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	83	Newcomers (ELLs receiving service 0-3 years)	75	Special Education	7
SIFE	12	ELLs receiving service 4-6 years	8	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
All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total
TBE										0
Dual Language										0
ESL	75			8						83
Total	75	0	0	8	0	0	0	0	0	83

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

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

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ____

Asian: ____

Hispanic/Latino:

Native American: ____

White (Non-Hispanic/Latino): ____

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	2	3	3	1	2	3								14
Chinese														0
Russian	5	8	3	3		3								22
Bengali	1	2												3
Urdu	3	8	1		1									13
Arabic	1			1	1	2								5
Haitian			1	1	1	3								6
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	4	4	2	4	2	4								20
TOTAL	16	25	10	10	7	15	0	83						

Part IV: ELL Programming

A. Programming and Scheduling Information

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 ensure that ELLs are appropriately evaluated in their native languages?
5. 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).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

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

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

2. CR Part 154 compliance is assured by providing three hundred sixty (360) minutes per week of ESL instruction to students at the Beginning and Intermediate levels. Advanced students receive one hundred eighty (180) minutes of ESL instruction and one hundred eighty (180) minutes of ELA instruction. ESL Teachers explicitly schedule the time for ESL instruction. ELA instruction takes place in the students' classrooms. Kindergarten students are in a self contained program where they receive a full day of instruction from a certified ESL teacher. Students in grades 1-5 are in a push in/pull out program where the certified ESL teacher groups the students based upon their proficiency level. Based on their proficiency level students are pulled with other children within their grade and/or with children in consecutive grades. The beginning and intermediate students receive 360 minutes of instruction throughout the week and the advanced students receive 180 minutes of instruction throughout the week.

3. ELL students have access to high quality content area instruction that is aligned with the NYC and NYS standards for each subject. Teachers develop language and cognitive skills through content topics and themes using grade appropriate materials. Through professional development they learn ESL methodology and strategies to support all proficiency levels of ESL students, and to provide them with the opportunity to meet the content standards as measured by the various related assessments. The teachers provide challenging content, and well-developed learning strategies to prepare ELLs to think critically, solve problems and communicate in the language of instruction. ELL students are actively engaged in standards-based academic curriculum with their monolingual counterparts in the regular classroom setting. Students use leveled nonfiction texts throughout the day. The teacher embeds grade appropriate content area instruction in her reading and writing program. The teacher uses a workshop model to deliver instruction. The teachers use a combination of vocabulary development, visual supports and technology to enhance student learning.

4. To ensure ELL students are evaluated in their native languages, we offer the NYS Math and Science exams in the students' own languages.

5. a. In instances of Students with Interrupted Formal Education (SIFE), the students receive intensive academic intervention services based on formal and informal assessments of academic and social needs. Grade- and age-appropriate lessons and activities are

A. Programming and Scheduling Information

provided in small-group and whole-classroom settings. Guidance counselors assist the children in their transition and integration into mainstream classrooms.

b. Newcomers at P.S. 134 are grouped by language proficiency and by grade level. Emphasis for these students is on acculturation, basic vocabulary, verbal communication, and literacy. They are also offered services during extended day and Title III programs. Students are grouped according to their level. Teachers determine what the students need most support in and what is holding them back. Beginning level students receive more modeled and guided support, more basic vocabulary development, more visual supports, lower level texts, and more hands on manipulatives. Intermediate level students are asked more advanced type of questions, given higher level texts, receive less picture support, are taught more Tier 2 words, and are engaged in more discussion and partner work. Advanced level students receive more individual activities, learn Tier 3 words, are given advanced level texts, receive advanced comprehension strategies, are engaged in more partner work and discussions, extend their learning through writing and are expected to transfer learning to all subject areas. ELLs who are required to take the ELA test receive intensive preparation through small group differentiated instruction, individualized instruction, thoughtfully chosen materials and exposure to test taking as a genre.

c. For ELLs receiving services for four to six years, academics and content-area studies are emphasized. They attend test sophistication instruction in a small-group setting. Additionally, they are invited to extended day and Title III programs. We have purchased the Gear UP ELL program by the Wright Group, Benchmark for English Language Learners, Empire State, and Getting Ready for the NYSESLAT program. We also hire teachers to provide supplemental support to these students.

d. For long-term ELLs, academics and content-area studies are emphasized. They attend test sophistication instruction in a small group setting. Additionally, they are invited to extended day and Title III programs. We have purchased the Gear Up ELL program by the Wright Group, Benchmark for English Language Learners, Empire State, and Getting Ready for the NYSESLAT program. We also hire teachers to provide supplemental support to these students.

6. Teachers use a workshop model, a to-with-and-by approach method to teach all subject areas. They use differentiated instruction and small groups based on the students' needs. Teachers create charts and other visual representations to support learning.

7. ELL-SWDs are provided differentiated instruction based on their learning needs and strengths. These students receive support from a Special Education teacher in a least restrictive environment. The Special Education teacher works in conjunction with the ESL teacher ensuring the students are meeting their goals.

Courses Taught in Languages Other than English ⓘ

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts				
Social Studies:				
Math:				
Science:				

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

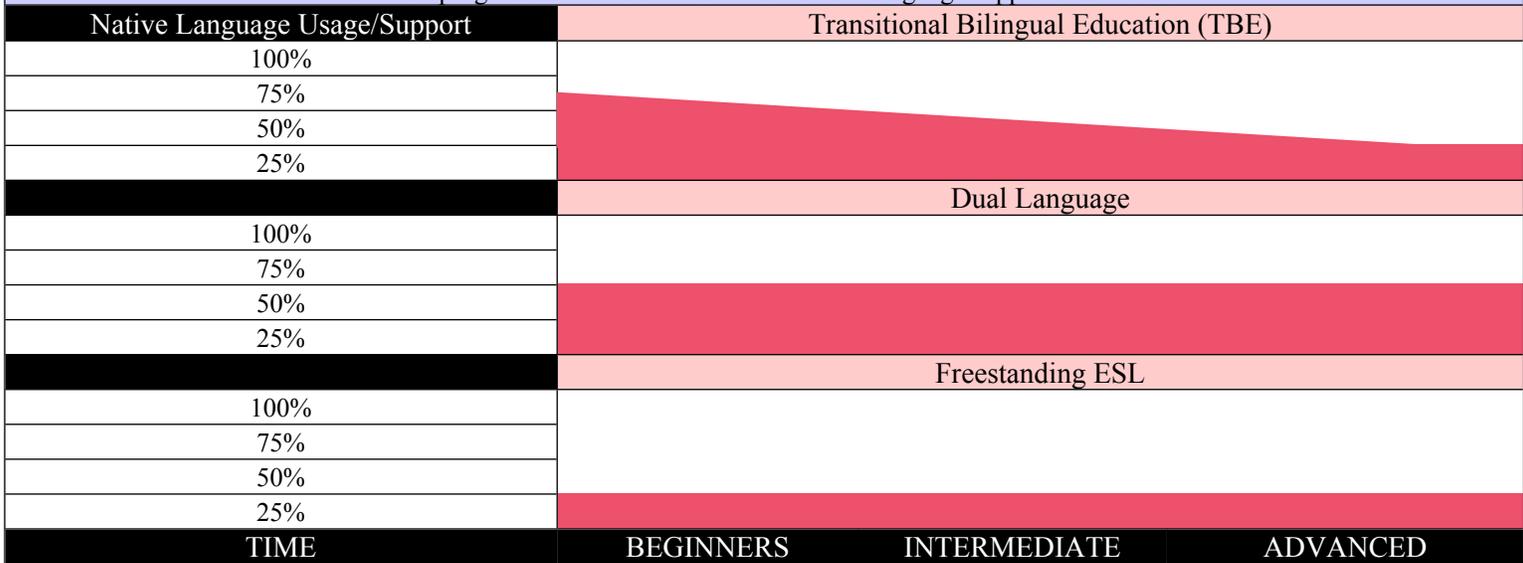
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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

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



TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

B. Programming and Scheduling Information--Continued

- 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.
- Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
- What new programs or improvements will be considered for the upcoming school year?
- What programs/services for ELLs will be discontinued and why?
- How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
- Do required services support, and resources correspond to ELLs' ages and grade levels?

B. Programming and Scheduling Information--Continued

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

8. Students at every grade level are instructed using the workshop model and balanced literacy curriculum. Instructional modifications are made to address the needs of individual students' needs and strengths, as well as their ELL status. In grades one through five, the ESL teacher pulls out small groups on a daily basis, and pushes in, according to the explicit schedule that assures compliance with CR Part 154 instructional unit requirements. All classrooms, including those of the ESL Teachers, have extensive Leveled Libraries reflecting the ability levels, needs, interests, and cultures of all students. All students have access to standards-based instructional materials in all content areas, such as social studies, science, and the arts. ESL Teachers use multiple approaches and a variety of materials, including visual aids and audio materials, that are aligned with New York State and New York City requirements. Students utilize computers and online resources for research and compilation of information. Teachers use the Everyday Mathematics Program. The ELL students are seen in small groups in the classroom to support their learning. The workshop model is also used in science and social studies. The students are seen in small group settings. Instruction in the content area is supported by students reading content based texts at their instructional level. We have two Title III teachers that support K-5 students in all subject areas. We have reading teachers who support students by pulling them into small groups in ELA, Math and during Extended Day. Students are pulled into small groups for instruction in the content areas. Cluster teachers in the content areas also provide added support to ELL students.

9. ELLs who reach proficiency in NYSESLAT continue to receive support through the workshop model which ensures they are seen both individually and in small groups based on their demonstrated needs. Depending on their levels the students are also seen by Academic Intervention Teachers for additional small group instruction. Extended day programs are open to these students, as well. Former ELLs receive time and a half and separate locations as testing modifications.

10. Wright Group Gear Up for ESL Program: These materials are made for English Language Learners with specific supports for language acquisition, listening acquisition and content acquisition in the areas of mathematics, science and social studies. The certified ESL teacher will begin to use the Language Acquisition Checklist as a form of assessment. She attended a Teachers College ELL Specialty Group. In this group she collaborated with other teachers, intervisited other schools, and learned new methods and teaching ideas. She transferred this new learning to her teaching. Other teachers such as the reading teachers are also learning strategies to use with ELLs. Reading teachers attend ESL meetings at Teachers College and turnkey this information to the teachers instructing ESL students. The ESL teacher will attend study groups and lab sites with the Teachers College Staff Developers.

11. At this time we are continuing all current ESL programs.

12. PS 134 offers an Extended Day program and ESL students who qualify for these services are mandated to stay. If there is a demonstrated need ESL students will receive academic intervention services. ELLs participate in all cluster programs, go on all trips, participate and are involved in all school celebrations (concerts, dance festivals). Our holiday concerts reflect the students' cultures. We use multicultural books that reflect the ethnic populations in our school. We encourage students to share what they know about their own culture with others.

13. The materials for balanced literacy instruction include extensive leveled libraries. In addition, materials integrate content areas such as social studies, science, and arts. Selections of materials carefully consider the academic needs of ELLs and their cultural background. Lessons are usually supported by visual aids and audio materials. SMARTboards and computers are used in the classrooms and the Technology room to enhance the development of vocabulary and concepts. Computer software programs provide additional support to ELLs. The ESL teachers use both the Department of Education's content area curriculum materials as well as supplemental materials that are on the level of the students that support content area learning. Materials include leveled books, paired books (fiction and nonfiction), ELL instruction books such as Gear UP by the Wright Group and listening center materials.

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

15. Our program and curriculum are designed for the language development of ELL students as they acquire academic proficiency in English in order to meet the rigorous ELA and ELL standards. We purchased leveled texts, high interest low readability texts and

B. Programming and Scheduling Information--Continued

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

8. Students at every grade level are instructed using the workshop model and balanced literacy curriculum. Instructional modifications are made to address the needs of individual students' needs and strengths, as well as their ELL status. In grades one through five, the ESL teacher pulls out small groups on a daily basis, and pushes in, according to the explicit schedule that assures compliance with CR Part 154 instructional unit requirements. All classrooms, including those of the ESL Teachers, have extensive Leveled Libraries reflecting the ability levels, needs, interests, and cultures of all students. All students have access to standards-based instructional materials in all content areas, such as social studies, science, and the arts. ESL Teachers use multiple approaches and a variety of materials, including visual aids and audio materials, that are aligned with New York State and New York City requirements. Students utilize computers and online resources for research and compilation of information. Teachers use the Everyday Mathematics Program. The ELL students are seen in small groups in the classroom to support their learning. The workshop model is also used in science and social studies. The students are seen in small group settings. Instruction in the content area is supported by students reading content based texts at their instructional level. We have two Title III teachers that support K-5 students in all subject areas. We have reading teachers who support students by pulling them into small groups in ELA, Math and during Extended Day. Students are pulled into small groups for instruction in the content areas. Cluster teachers in the content areas also provide added support to ELL students.

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E. Parental Involvement

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

1. PS 134 strives to include parents in all aspects of their children's learning, including parents of ELLs. In the beginning of the year the parents are invited to Classroom Curriculum Conferences at which translation services are provided. Parents are also invited to observe teacher lessons, attend workshops in ELA and Math, participate in Family Night activities and are invited to attend several parent meetings that are planned around their topics of interest. They are also invited to school wide and individual classroom celebrations. Translation services are provided throughout all activities in various languages that are needed. Information prior to these events is also sent home in various languages. Teachers College also provides parents opportunities to participate in parent workshops.
2. We partner with Amerigroup which is a health based organization and the Brooklyn Public Library.
3. We evaluate the needs of the parents through parent surveys, town hall meetings, informal conversations, SLT meetings, Parent Teacher Conferences and feedback given to the parent coordinator.
4. We address the needs of the parents based on feedback from the meetings that we conduct as well as from the observed needs of the students. The Parent Coordinator greets parents in the morning. She provides translation services at workshops, she researches and provides answers to questions that parents have, and she works closely with the Parents' Association to receive feedback from them. The workshops we provide are based on the requests of the parents. Workshops are also provided to keep the parents abreast of the changes that affect themselves and their children such as the Common Core Standards. Translation services are offered at all meetings.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

1. Through professional development, all teachers continually learn about language development, literacy and content instruction, effective ESL strategies, and New York State ESL Learning Standards. Teachers also attend off-site workshops and seminars related to ESL, incorporating the field's latest research and most effective practices. Paraprofessionals attend professional development provided in house, by the network, and the Department of Education. Both the secretaries and the Parent Coordinator attend workshops provided by the district and the network. The certified ESL teacher attended a Teachers College Specialty Group. Staff members attend Teachers College Calendar Days geared to ESL instruction. Administrators and staff members attend these workshops. Staff members turnkey this information at grade conferences and faculty conferences. All staff members, including the psychologist and speech teacher attend these conferences. Every other week teachers meet by grade to create monthly curriculum maps. Teacher teams meet for extended day to analyze the needs of the ESL students and discuss best practices. The ESL teacher provides insight at these meetings. The ESL teacher receives information on ways to incorporate technology (SMARTBoard, BrainPop, etc.) and shares this information with all staff members. On Election Day we focused on looking at the Common Core Standards and how these standards translate to ESL students. On Brooklyn Queens Day we continued this work. We hold meetings on the interpretation of the NYSESLAT data, reviewing the components of the test and develop a plan to prepare students for the challenges of the test.

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

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

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Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	5		1	1	3	1								11
Intermediate(I)	8	1	3	2	2	0								16
Advanced (A)	3	5	2	3	6	1								20
Total	16	6	6	6	11	2	0	0	0	0	0	0	0	47

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	5	0	0	0	1	0							
	I	7	0	1	1	1	0							
	A	4	6	4	1	2	2							
	P	9	2	3	6	13	0							
READING/ WRITING	B	5	0	1	1	3	1							
	I	6	1	3	2	2	0							
	A	3	2	2	3	6	1							
	P	11	5	2	2	6	0							

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

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

1. We use TCRWP Assessments. Analysis of proficiency level data reveals that most students in the Beginning and Intermediate levels are newcomers to the program, and are also in Early Childhood grades. As students progress through grade levels, they move toward the Advanced level. In Kindergarten, the self-contained ESL class had nineteen ELLs, two ELLs were serviced by the push in/pull out ESL teacher, and one ELL was in the Kindergarten Self Contained Special Education class. Four were classified as Beginners, eight Intermediate, three Advanced and eight Proficient. The first grade ELL total was seven and one ELL was in the First Grade Self Contained class. There were no students classified as Beginning, one Intermediate, five Advanced and two Proficient. Second grade had seven ELLs. Among them, one was Beginning, three were Intermediate, two were Advanced and one Proficient. In the third grade, we had seven ELLs.

Additional Information

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

Paste additional information here

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	2		4		1		1		8
4	2		7		6		2		17
5	0		1		1				2
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	2		1		7		7		17
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
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2. Examining data on the four modalities, a generalization can be made that in grades 2-5 students' Listening and Speaking skills were superior to their Reading and Writing skills. However, in grades K and 1 a generalization can be made that students' Reading and Writing skills were superior. Clearly, instruction must link audio-oral communication and print communication through book and literature responses, Shared Reading sessions, Accountable Talk, listening center activities, and peer and teacher conferences. Content area reading

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name:

PS 134

School DBN: 22K134

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Debra Ramsaran	Principal		1/1/01
Regina Squadrito	Assistant Principal		1/1/01
Betty Lopez	Parent Coordinator		1/1/01
Naheed Chaudhry	ESL Teacher		1/1/01
Maria Mancini	Parent		1/1/01
Danielle Tesoriero/ESL	Teacher/Subject Area		1/1/01
Jennifer McMorrow/Reading	Teacher/Subject Area		1/1/01
Danielle Valk	Coach		1/1/01
Jule Marino	Coach		1/1/01
Diane Washington	Guidance Counselor		1/1/01
Neil Opromalla	Network Leader		1/1/01
Jasmine Yan	Other <u>Related Services</u>		1/1/01
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 22K134 **School Name:** PS 134

Cluster: 4 **Network:** 409

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.

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

How Assessments Are Conducted:

- Reviewed Home Language Survey
- Parent Coordinator conducted outreach with parents and Parent Association
- ESL Teacher reviewed language of students in the program

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

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

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

Major Findings

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

Part B: Strategies and Activities

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

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

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

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

Written Memos / Letters

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

Important Documents

- All documents that are official in nature are disseminated to parents in the languages made available by the DOE. These include:
- Registration information
- ESL identification and participation information
- Special Education information
- Report Cards
- Parent/Teacher Conference materials

Written Curriculum Materials

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

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

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

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

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

Oral Interpretation – Main Office

- The Parent Coordinator is available at all times to translate for Spanish speaking parents when they visit or call the main office.
- Additional staff members are able to translate in other needed languages. A list is maintained in the main office and these staff

members are contacted to provide oral translations when needed.

- Oral translations are provided for in-person visits and for phone contacts
- Oral translations are provided for registration in September

Parent / Teacher Conferences

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

Parent Workshops / Meetings

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

Videos for Workshops

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

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

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

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: The Beginner ESL students in grades K-5 will be part of a before school program to receive supplemental instruction in literacy and math. These students were chosen to help accelerate their acquisition of the English language and their mathematical understanding in English. The instructional component of the lesson will take place from Monday through Wednesday and run from January to April. The students will be instructed in English. The two teachers that will provide the literacy component of the program will be ESL certified and the two teachers for the Math component will have a concentration of courses in Mathematics. The materials to be used in the program will consist of Shared Reading big books, guided reading books, independent leveled texts, NYSESLAT books and Everyday Math materials.

Part C: Professional Development

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

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

Begin description here: The teachers will attend Professional Development sessions through the CFN network that is geared to the grade band that they will service. These professional development sessions will help the teachers in learning strategies to help the beginner ESL in the acquisition of the English language. The teachers to receive the training will be the teachers delivering the literacy program. The teachers will each receive 3 days of professional development. The program will run from January through March. The topics to be covered are second language development theory, understanding the English Language Learner, the stages of language acquisition and the implications for instruction, best practices that support the ELL in classroom structure, routines/rituals, classroom environment and instructional strategies and planning and instructional supports in ELA and Math to promote success for ELL. This program will be provided by CITE.

Part D: Parental Engagement Activities

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

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

Part D: Parental Engagement Activities

- how parents will be notified of these activities

Begin description here: The parents of the students will engage in activities that will help them understand the work that the students are engaged in at school and how they can support their children at home. The meetings will be 45 minute sessions that run from January through April. The parents will become familiar with the materials used at school, how they can use the materials sent home, resources to help with the acquisition of English and how to monitor the progress of the students. The staff developers at PS 134 will provide the workshops with translation support. The parents will be notified through letters sent home with the students.

Part E: Budget

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

Allocation Amount: \$0

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 		
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 		
Educational Software (Object Code 199)		
Travel		

Part E: Budget

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

Allocation Amount: \$0

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Other		
TOTAL		