



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: PS 134M

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 01M134

PRINCIPAL: LORETTA CAPUTO

EMAIL: LCAPUTO@SCHOOLS.NYC.GOV

SUPERINTENDENT: DANIELLA PHILLIPS

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
Loretta Caputo	*Principal or Designee	
Patricia Purvis	*UFT Chapter Leader or Designee	
Robert McKinney	*PA/PTA President or Designated Co-President	
N/A	DC 37 Representative, if applicable	
N/A	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
N/A	CBO Representative, if applicable	
Pamela Casal	Member/Administration	
Kim Long	Member/Upper Grade Teacher	
JoEllen Schuleman	Member/Clusters	
Mai Koyo	Member/ESL	
Casey Corey	Member/Special Education Teacher	
June Valentine	Member/Paraprofessionals	
Veronica Ortiz	Member/Parent	
Maria Aviles	Member/Parent	
Gloria Reyes	Member/Parent	

Marisol Rosas	Member/Parent	
Guillermo Serrano	Member/Parent	
Diane Bryant	Member/Parent	
Sharon Vega	Member/Parent	

** Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

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

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

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 coordinated with 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 aligned with the current citywide instructional expectations.
- 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 use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, 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.

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 2013, all students general education, special needs and English Language Learner students in Pre-Kindergarten through fifth grade will participate in two Common Core – aligned units of study in Mathematics as evidenced by performance based tasks, classroom observations and teacher – team review of student work.

Comprehensive needs assessment

- Our qualitative data from the 2011-2012 NYS exams in grades three to five showed 56.1% achieving level 3 and level 4 across all student populations, general education, special education, English Language Learners. The data also revealed the need to review and adapt current math curriculum in grades pre-kindergarten through five to ensure alignment with Common Core State Standards for content and practice. This need for reconsideration and reconstruction of our curriculum aligns with the City-Wide Instructional Expectations to have students experience two Common Core aligned units of study. In addition, it was determined that classroom teachers needed professional development to plan for differentiated instruction to deliver effective aligned lessons to meet all student needs.

Instructional strategies/activities

- Instructional strategies and activities that will be used to achieve this goal. Include the following:
 - a) Teachers will meet in grade level teams with the math coach twice a month to revise and realign the two units of study and plan for delivery of differentiated instruction. In grade level teacher teams, the teachers will select the two units based on the major work of the grade and student performance and student performance from the 2011-2012 school year.
 - b) Key personnel and other resources used to implement these strategies/activities will be the math coach, the administration, teacher teams and the TERC 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: the grade level teacher teams, in collaboration with the math coach, developed a pre-assessment baseline task, with a corresponding rubric, lessons to support the findings of the pre-assessment and at the end of each unit of study, teachers administered a post-assessment with a corresponding rubric.
 - d) Tmeline for implementation is from September, 2012 to June 2013.

Strategies to increase parental involvement

- The strategies developed to increase parent awareness, understanding and involvement include: lower school and upper school math workshops conducted by the math coach and the administration, four Family Math Mornings throughout the school year, and the dedication of February as “Math Month” with a host of grade specific activities and classroom visitations for families.

Budget and resources alignment

- Indicate your school's Title I status: X School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- Fiscal/Human Resources – The tax levy and Title 1 funds the math coach position. The math coach, in collaboration with the administration, plans, monitors and reviews the content, pacing and results of the Performance Based Assessments.

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 2013, all students, general education, special needs and English Language Learners, in Pre-Kindergarten through fifth grade will participate in two Common Core – aligned units of study in Literacy as evidenced by performance based tasks, classroom observations and teacher – team review of student work.

Comprehensive needs assessment

- Our qualitative data from the 2011-2012 NYS exams in grades three to five showed 36.6% achieving level 3 and level 4 across all student populations, general education, special education, English Language Learners. The data also revealed the need to review and adapt current Literacy curriculum in grades pre-kindergarten through five to ensure alignment with Common Core State Standards for content and practice. This need for reconsideration and reconstruction of our curriculum aligns with the City-Wide Instructional Expectations to have students experience two Common Core aligned units of study. These units of study will encompass the Instructional Shifts, focusing on Text Based Answers which require students to ground their reading, writing and discussion by citing evidence from the text. This format will allow teachers to assess complete multi-level comprehension of the text. The balance of reading non-fiction is now 50% in each area. In implementing the Common Core “Shifts”, it was determined that classroom teachers needed professional development to incorporate these shifts into their teaching practice to improve student achievement.

Instructional strategies/activities

- Instructional strategies and activities that will be used to achieve this goal. Include the following:
 - a) Teachers will meet in grade level teams with the administration and literacy staff developer twice a month to revise and realign the two units of study and plan for delivery of differentiated instruction. In grade level teacher teams, the teachers will select the two units based on the major work of the grade and student performance and student performance from the 2011-2012 school year.
 - b) Key personnel and other resources used to implement these strategies/activities will be the literacy staff developer, the administration, teacher teams and the non-fiction and fiction grade level appropriate Shared Reading and Read-Aloud materials. RTI protocols are in place during the additional fifty minute small group instructional session.
 - c) Steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities: the grade level teacher teams, in collaboration with the literacy staff developer, developed a pre-assessment baseline task, with a corresponding rubric, lessons to support the findings of the pre-assessment and at the end of each unit of study, teachers administered a post-assessment with a corresponding rubric.
 - d) Timeline for implementation is from September, 2012 to June 2013.

Strategies to increase parental involvement

- The strategies developed to increase parent awareness, understanding and involvement include: lower school and upper school Literacy workshops conducted by the Literacy Staff Developer, and the administration, Parent Breakfast throughout the school year dedicated to parent strategies and techniques to support literacy at home, and the on-going Publishing Parties across all curriculum areas.

Budget and resources alignment

- Indicate your school's Title I status: X School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

X Tax Levy X Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- Fiscal/Human – Tax Levy funds the literacy staff developer position. The literacy staff developer, in collaboration with the administration, plans, monitors and reviews the content, pacing and results of the Performance Based Assessments.

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 2013, all staff members will participate in ongoing, professional development using a shared understanding of the Danielson Framework that will enable teachers to continuously evaluate and revise their classroom practices to improve learning outcomes for all students, general education, special needs, and English Language Learners.

Comprehensive needs assessment

- A review of the ELA and Math NYS assessments, informal and formal observations, the Instructional Shifts and the Common Core Learning standards revealed a need for a formative tool for teachers to use to strengthen their practice and therefore, improve student achievement. Competency 3b, Using Questioning and Discussion Techniques will be the conduit for addressing the seven competencies. The common language of this research-based approach enables seamless and specific feedback to all staff members. The results of the Danielson observations form the basis for further professional development for teachers.

Instructional strategies/activities

- The research-based instructional strategies and activities that will be used to achieve this goal are:
 - a) Six informal observations across seven domains, with specific, timely recommendations using the Danielson rubric. During professional development sessions and grade level meetings, teachers will be involved in an inquiry of the specifics of each competency and how it relates to a selected lesson. This goal will be met by the following: after each partial observation, oral and written feedback is provided with follow-up recommendations to improve teacher practice.
 - b) Participation in and support from the Teacher Effectiveness Pilot Program.
 - c) Teachers work in teams to align the feedback from observations moving across the levels of performance with the goal to reach Effective and Highly Effective ratings.
 - d) Timeline for implementation is September 2012 to June 2013.

Strategies to increase parental involvement

- Workshops for families in creating conversations that require open-ended questioning and discussion at home.

Budget and resources alignment

- Indicate your school's Title I status: X School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

 X Tax Levy X Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
Human Resources – PS 134 is a member of the City-wide Teacher Effectiveness Pilot Program. This pilot program provides a talent coach who supports the teachers and the administration on a weekly basis.

ANNUAL GOAL #4 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 #4

By June 2013, English Language Learners will demonstrate progress towards achieving state standards as measured by an increase in 10 students scoring at Level 3 and 4 on the NYS ELA assessment.

Comprehensive needs assessment

- An analysis of student performance data in the English Language Learners subgroup over a two-year period have scored below state level standards. As a result, this subgroup is a priority in ELA progress for the 2012-2013 school year.

Instructional strategies/activities

- **Activity #1 Professional Development**
The objective of our professional development is to increase the students' attaining grade level proficiency in English Language Arts.
Professional development activities include increasing academic vocabulary in reading and writing in the content areas, including the development of complex language structures. Specific initiatives include: discerning shades of meaning of Tier II vocabulary words, deconstructing and reconstructing complex sentences, utilizing language functions in writing to further support reading comprehension of complex non-fiction texts.
The target population: classroom teachers, support specialists, and cluster teachers.
Responsible staff members: the administration, ELL specialists, lead classroom teachers, data specialist, and an outside consultant.
Implementation timeline: September 2012– June 2013
- **Activity #2 After-school program for Upper Grade ELLs**
To further support ELL achievement of grade level standards, two afterschool programs have been created for ELL students in grades three through five. Nonfiction and fiction texts are presented following the shared reading model. Small class sizes enable teams of teachers to work closely with students for comprehension strategy groups and targeted instruction to meet the students' needs.
Responsible staff members: ELL specialists, two classroom teachers
Implementation timeline: December 2012 – April 2013
- **Steps for including teachers in the decision-making process:** Teachers will meet in grade-level and cross-functional teams to review student data gathered from formative, summative, and periodic assessments.

Strategies to increase parental involvement

Strategies to increase parental involvement include Monthly Parent Breakfast Workshops for parents of ELL children with "Make and Take" activities across curriculum areas. These workshops are facilitated by classroom teachers, and the science, math, and ELL specialists. Family Literacy mornings provide the opportunity for parents of our ELL children to read books with their children in both their native language and English in our school library.

Additionally, literacy will be fostered at home in English and in their native languages, through the use of lending listening center library of books on tape. This is complemented by access to BookFlix, an online service to which our school subscribes, through which families can access interactive texts in English and in Spanish.

Budget and resources alignment

- Indicate your school's Title I status: X School Wide Program (SWP) Targeted Assistance Program(TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I _____ Title IIA _____ Title III Grants _____ Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start). Title III funds support the after-school ELL literacy program for students in grades 3 through 5.

ANNUAL GOAL #5 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 #5

- By June 2013, students with an Individual Education Plans will demonstrate progress towards achieving state standards as measured by 5students in that subgroup scoring at Levels 3 and 4 on the NYS ELA assessment.

Comprehensive needs assessment

After conducting a two-year trend analysis of student performance data the following was determined:

The number of students scoring on Level 1 was decreased.

The number of students stalled on Level 2 increased.

As a result, we have made this subgroup a priority goal for the 2012-2013 school year.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) Interim assessments are administered. The results are analyzed and curriculum is revised. Student grouping are realigned to address the specific areas of needs. Running Records are administered five times throughout the year. The results are analyzed and small guided reading groups are formed to provide explicit differentiated instruction. These curriculum revisions, based on data analysis result in cross-grade grouping.
 - a) The licensed SETSS teacher, the special education teachers provide targeted, differentiated instruction using a flexible schedule.
 - b) The licensed SETSS teacher, the special education teachers review the data, with the general education teachers and plan appropriate lessons to address the specific needs following the common core learning standards.
 - c) timeline for implementation is September, 2012 through June 2013.

Strategies to increase parental involvement

- Parents will be trained on how to use the ARIS link.
- Parents will be provided with instruction and materials to support their children at home.
- The Parent Coordinator and other staff will conduct and attend regularly scheduled parent meetings to share information and respond to inquiries.

Budget and resources alignment

- Indicate your school's Title I status: X School Wide Program (SWP) Targeted Assistance Program(TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

Fiscal/Human Resources – Tax Levy funds support the SETSS position.

ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	Read Aloud Shared Reading Interactive Writing Rewards Program	Small Group Small Group Small Group Small Group	During school day During school day During school day During school day
Mathematics	TERC math	Small Group, Push in and Pull Out	During school day
Science	Shared Reading and interactive writing	Small Group targeted instruction and tutoring	After school
Social Studies	Shared Reading and interactive writing	Small Group targeted instruction and tutoring	After school
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Guidance Counselor and Social Worker provide at-risk services	Small group , one-to-one	During school day

HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

Recruitment

- Administration networks with colleagues and colleges.
- Administration attends hiring fairs.

Retention

- All staff members are provided with high-quality in school professional development across all curricula areas.
- All staff members attend high-quality periodic conferences, workshops and seminars provided by the network, the DOE and private organizations. The selection is based on correlation to the curriculum.
- All staff members participate in on-going series workshops and seminars provided by network, the DOE and private organizations. The selection is based on correlation to the curriculum.
- Mentors are assigned to support new staff.
- Participation in the New Teachers Center Mentoring Program
- Participation in the Teacher Effectiveness Pilot Program

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies 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. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. PS 134M's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. PS 134M will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math through parent workshops and monthly parent breakfasts;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress through monthly class and grade newsletters, principal's weekly letter and outreach by the parent coordinator;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

PS 134M's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. The PS 134M community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association as well as parent members of the School Leadership Team, were consulted on the

proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, PS 134M will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator and additional staff member who serve as a liaison between the school and families, especially the Asian community. The Parent Coordinator and the additional staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

PS 134M will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;

- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
CAN BE LAST YEARS BUT MUST BE UPDATED

PS 134M, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.

For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.

**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 Charles Amundsen /Ada Cordova	District 01	Borough Manhattan	School Number 134
School Name Henrietta Szold			

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

Principal Loretta Caputo	Assistant Principal Pamela Casal
Coach Naomi Berkowitz, Math Coach	Coach
ESL Teacher Patricia Martone	Guidance Counselor Katie Altman
Teacher/Subject Area Mai Koyo, ESL	Parent
Teacher/Subject Area Jen Roth, Third Grade ICT	Parent Coordinator Miriam Petrovitch
Related Service Provider Beryl Murriell, SETSS	Other Yuna Park, Third Grade ICT
Network Leader Ada Cordova	Other Natalie Chiu, First Grade

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	0	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	369	Total Number of ELLs	59	ELLs as share of total student population (%)	15.99%
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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. English language learners are identified through the home language information surveys (HLIS) when the child is first registered into the New York City public school system. Interviews are conducted by the ESL teacher or a trained pedagogue. The school's family assistant, who is fluent in many Chinese dialects provides assistance to parents whose native language is Chinese. The school's parent coordinator is also available to translate for those parents whose native language is Spanish. If the student is LAB-eligible as indicated by the parents' responses on the home language survey, the two licensed ESL teachers then administer the LAB-R and Spanish LAB. ELL's are assessed annually via the New York State English as a Second Language Achievement Test (NYSESLAT) in the spring. Students are tested in the modalities of speaking, listening, reading, and writing.

2. Parents who have indicated a language other than English on the home language surveys receive letters in their native languages inviting them to parent orientation sessions where they fill-out parent surveys and program selection forms. Parents are contacted via telephone to ensure that they have received notification of the orientation sessions. At the orientation sessions, the film provided by the Department of Education that describes the three program choices of Transitional Bilingual Education, Dual Language, or Free-standing ESL is shown. The film is shown in English, Spanish, or Chinese, depending on the parent population. Ample opportunities are available for parents to ask questions. Formal parent orientation sessions are conducted in the fall. However, as new students are admitted to the New York City school system, smaller parent orientation sessions are conducted by the New York State licensed ESL teachers, Mai Koyo and Patricia Martone throughout the year. Both the family assistant and parent coordinator are invited to these parent orientation sessions to assist with translation. If a parent/guardian chooses a transitional bilingual or dual language program option, the ESL teachers contact the Office of English Language Learners to inquire about bilingual or dual language programs available. The parents are then informed of their other options. It is the parents' decision to transfer that child if they wish. In the case of fifteen or more parents in two consecutive grades at P.S. 134 selecting either the dual language or bilingual program choice, the principal will open a class to meet the parents' selection. This list is maintained and kept by the ESL teachers in their classrooms.

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

4. At orientation sessions, parents are informed that three options are available - Transitional Bilingual Education, Dual-Language, or Freestanding English as a Second Language. Parents are given opportunities at the orientation sessions to ask questions about available

bilingual programs so that they can make an informed decision. Again, at these orientation sessions, translators in both Chinese and Spanish are available to assist. Placement letters in English, Chinese and Spanish are sent home after the parent surveys are completed by the guardian to notify them of the child's placement.

5. After reviewing the parent surveys and program selection forms from the last few years, the trend is that the parents overwhelmingly select the free-standing ESL program as their first choice. This year, parents of 20 of the 20 new admits selected the freestanding ESL program. If a parent/guardian chooses a transitional bilingual or dual language program option, the ESL teachers contact the Office of English Language Learners to inquire about bilingual or dual language programs available. The parents are then informed of their other options. It is the parents' decision to transfer that child if they wish. In the case of fifteen or more parents in two consecutive grades at P.S. 134 selecting either the dual language or bilingual program choice, the principal will open a class to meet the parents' selection.

6. The program model offered at P.S. 134, the free-standing ESL program, is aligned with parental requests as indicated by the parent surveys.

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 <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	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	0	0	0	0	0	0	0	0	0	0	0	0	0
Dual Language <small>(50%:50%)</small>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Freestanding ESL														
Self-Contained														0
Push-In	3	2		1										6
Total	3	2	0	1	0	0	0	0	0	0	0	0	0	6

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	59	Newcomers (ELLs receiving service 0-3 years)	45	Special Education	10
SIFE	0	ELLs receiving service 4-6 years	4	Long-Term (completed 6 years)	0

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or special education. ①

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	
TBE										0
Dual Language										0
ESL	45	0	8	4	0	2	0	0	0	49
Total	45	0	8	4	0	2	0	0	0	49

Number of ELLs in a TBE program who are in alternate placement: 0

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	EL	EP																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0

**Dual Language (ELLs/EPs)
K-8**

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American: ____	Asian: ____
Native American: ____	White (Non-Hispanic/Latino): ____
	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	0	1	3	2	3								11
Chinese	17	7	9	6	6	2								47
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other					1									1
TOTAL	19	7	10	9	9	5	0	0	0	0	0	0	0	59

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you 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. P.S. 134 has a blended model for English as a Second Language instruction. There are two free-standing pull-out programs taught by two licensed ESL teachers and six co-teaching push-in models in place, which are taught by the ESL teachers working with eight additional classroom teachers. This year, the lower grade ESL specialist is working with four kindergarten teachers, including a kindergarten ICT class and two first grade teachers in developing reading comprehension and academic vocabulary in science. The upper grade ESL specialist is working with a third grade ICT team in social studies. Additional ESL pull-out classes in grades two, four, and five are provided in order to meet the mandated number of ESL instructional minutes. Students in the pull-out ESL classes are grouped according to their English language proficiency levels as indicated by annual NYSESLAT results and/or LAB-R results for new admits. In the co-teaching models, English Language Learners are grouped heterogeneously with their native language peers.

2. All ELLs at P.S. 134 receive the mandated number of instructional minutes per week as indicated by the CR Part 154 according to their language proficiency levels. Beginning and intermediate level students receive 360 minutes of English language instruction per week in the blended push-in and pull-out model. Advanced students receive the mandated 180 minutes of instruction per week.

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

4. P.S. 134 follows testing modification guidelines in order to ensure that ELLs are appropriately evaluated in their native language. Bilingual translations of state exams in the content areas of math and science are provided for students whose native language is other than English. Translated versions of previous exams are also provided for ELLs during classroom test prep sessions so that they become

A. Programming and Scheduling Information

familiar with the format of the tests. For students whose native language is Spanish, and are entitled for ESL services as indicated by the LAB-R, a Spanish LAB is administered.

5. P.S. 134 currently does not have any students with interrupted formal education (SIFE). All ELLs are grouped according to their English language proficiency for ESL instruction in order to provide differentiated instruction to meet the students' needs. Teachers scaffold all lessons to support the individual needs of all students in the program. Newcomer ELLs, or students who have been in US schools less than three years, are paired their native language peers to provide additional support in the ESL classroom. Materials are differentiated for newcomer ELLs in that they are rich in visual support. Students work on different tasks depending on their proficiency level. Additionally, newcomer ELLs are invited to participate in a Title III ESL afterschool program to supplement English language instruction. This program, for grades K-5, uses components of the Balanced Literacy and content-area based approaches. The ESL licensed teachers focus on thematic units of study incorporating fiction and non-fiction across all genres. Sessions meet twice a week from 3:30pm to 5:00pm. For ELLs in the upper grades, the Title III afterschool program focuses on preparing these students for the ELA test, which they must take after being enrolled in a US school for a year. ELLs who have been receiving ESL services for four to six years are placed in a small group setting so that individual needs can be targeted through differentiated instruction. P.S. 134 currently does not have any long term ELLs who have been receiving ESL services for more than six years.

6. Students with special needs are mainstreamed in ESL classes so that their peers can serve as language models. Special needs children are partnered with native language speakers. Lessons are differentiated so that scaffolding can be provided for the children. ESL teachers continually work collaboratively with classroom teachers to monitor the students' progress, as well as discuss ways in which the students can be further supported in the classrooms.

7. In order to meet the diverse needs of ELL-SWDs, students are placed in smaller groups in the ESL class than indicated on each child's IEP. The lower grade and upper grade ESL specialists push in to the ICT classes to provide additional instructional support for ELLs with special needs. Thematic instruction in the content areas provides a meaningful context which encourages vocabulary and scientific concepts to be more readily retained. Predictable books and big books are used to reinforce literacy concepts for the upper grades and letter recognition and sight words for the lower grades. Songs, fingerplays, and rhymes related to content-area topics in order to increase oral language development are included.

Courses Taught in Languages Other than English ⓘ

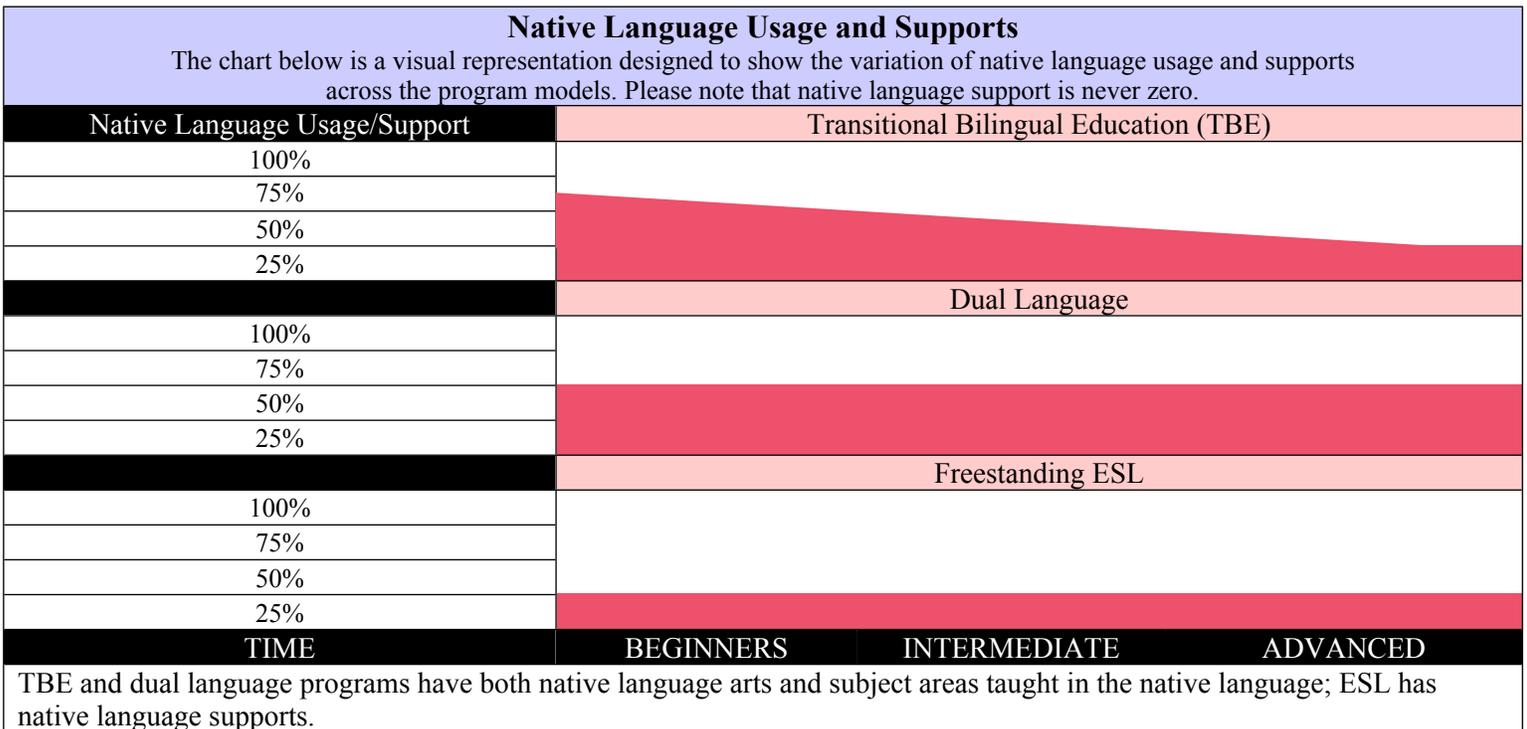
NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- 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



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. English language learners who are struggling in reading and/or math are supported through ongoing academic-based enrichment clubs that meet twice a week for fifty minutes each. Students are grouped with their peers according to their proficiency levels in reading and math and are given extra support in a small group setting. Targeted intervention for struggling ELLs is also provided through the Title III afterschool program. Students who demonstrate difficulty with reading and/or math are given priority in this program. All instruction in the academic-based enrichment clubs and Title III afterschool program is provided in English.

9. Transitional ELLs receive additional ESL support for up to two years after they test out of the NYSESLAT. These students are integrated into the Title III afterschool program which focuses on small group instruction in reading and math. Students who have recently tested out of the NYSESLAT receive additional support in developing fluency, writing, and comprehension in the academic enrichment clubs.

10. The free-standing ESL program will continue to focus on teaching language through the content areas of science and social studies. The school will continue to work in collaboration with classroom teachers and participate in the language instruction in mainstream classrooms for English language learners and native speakers of English. This year, more teachers will be participating in the collaborative teaching model, including two ICT teams, one on the kindergarten level, and another in the third grade. Classroom teachers in kindergarten, first, and second grades will continue to receive on-going professional development on supporting all learners, including English language learners in non-fiction and literacy strategies. This year, professional development will also be provided for teachers in grades three through five by a network support specialist to expand the work in developing academic language.

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

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

13. P.S 134 has received a grant from the Lower Manhattan Development Corporation (LMDC) to purchase SMART Boards, document cameras, and laptops which are now being implemented throughout the entire school. Students receive instruction in all content areas-ELA, math, social studies, and science through the use of these SMART Boards. Instructional materials that support English language learners include content-area big books that correlate to thematic units for shared reading, alternate text sets from the school library that supplement academic language development, as well as articles from National Geographic Explorer and Time for Kids.

14. We believe that a child's native language is a strength to be cultivated and a foundation upon which to build. Children are encouraged to speak and write in their native languages, especially for those who are new to this country. Newly arrived students are paired with their

native language peers in classrooms. Published works by ELLs are exhibited on bulletin boards throughout the school across the grade levels. Students are also encouraged to share language and cultural experiences as part of classroom lessons. The diverse cultural backgrounds serve to enrich language learning for all students. In daily lessons, essential vocabulary words are translated into the children's native languages to promote a cultural awareness among all students. Educational assistants provide translations when needed.

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

16. P.S. 134 has a network of parents, who in collaboration with the family assistant, support parents of newly enrolled students to become familiar with the school and programs available. In addition, our bilingual parent coordinator and family assistant are available for assistance in providing outreach for parents who register in the summer months so they can more easily become part of our school community.

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

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)?

n/a

D. Professional Development and Support for School Staff

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

1. The following personnel are involved in the professional development for ELLs: Loretta Caputo, Principal, Pamela Casal, Assistant Principal, Patricia Martone and Mai Koyo, ESL teachers, Natalie Chiu, first grade teacher, and Yuna Park, third grade special education ICT teacher, and Jen Roth, third grade ICT teacher. The above named pedagogues are continuing to implement a pilot ESL program sponsored by the network to foster the development of rigorous academic language for all ELLs. Teachers participate in professional development sessions based on the work of Dr. Lily Wong-Fillmore with Mary Ann Cuchierra and Fay Pallen in order to develop rich content-area lessons for the co-teaching ESL models. Classroom teachers in kindergarten through the fifth grade participate in on-going professional development sessions on non-fiction literacy strategies to support all learners, including ELLs. Last year, teachers in kindergarten through the second grade were involved in working on developing academic language and vocabulary in their classrooms. In order to build capacity of this work in our school building, teachers in grades three to five were included in the professional development sessions beginning in June of last year. Ongoing professional development sessions for the entire school community, including related service providers (SETTS, speech, guidance counselor) and special education teachers are provided in order to increase academic language proficiency school-wide.

2. The ESL teachers work closely with classroom teachers to scaffold instruction so that ELLs are better prepared to meet state standards and perform at a comparable level as their native language peers as they transition from elementary school to middle school. The family assistant and parent coordinator provide assistance for ELLs and their families in choosing the most suitable middle school for the student.

3. P.S. 134 conducts staff development sessions with the understanding that all teachers regardless of grade or subject area, are language and literacy teachers. Our teachers, including new staff members are informed of on-going professional development sessions offered to support language learners in order to meet the mandated 7.5 hours of ELL training. On-going professional development sessions for all teachers of ELLs are provided throughout the city and through our network professional development sessions on developing academic language. Information regarding these sessions is provided to staff members on a periodic basis by the Office of English Language Learners., which is then disseminated to staff members. Upon completion of the mandated 7.5 hours of professional development, a certificate is placed in each teacher's file, which is kept in the school office.

E. Parental Involvement

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

1. Parent breakfasts with the principal are held monthly during which parents discuss with school personnel ways in which they can provide their children with support at home with learning activities. Teachers host monthly parent workshops on such topics as health and nutrition, connecting literacy skills with math, and a Leo Lionni author study. Parents learn, through modeling and demonstrations, how to support their children's learning at home. The family assistant and parent coordinator are invited to these monthly meetings and workshops to translate for parents whose native language is not English. Parents are also encouraged to borrow books in the native languages from the school library. Parents of all students, including ELLs, are invited to class publishing parties that celebrate a student's writing piece. All parents are also invited to attend many activities during our annual math month celebration in February, including family math mornings where families come together to play math games in the cafeteria. Additionally, parents are encouraged to attend our annual spirit day which celebrates the 134th day of school. Families can get involved by preparing decorative items such as flags and buttons beforehand, and can support their child at the school-wide assembly where students perform a song, dance, or skit, or cheer on their child as the entire school marches around the neighborhood in the "P.S. 134 Spirit Parade."

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

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

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

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	12	3	1	2	2	1								21
Intermediate(I)	3	3	7	3	1	3								20
Advanced (A)	4	1	2	4	6	1								18
Total	19	7	10	9	9	5	0	0	0	0	0	0	0	59

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	13	2	1	0	1	1							
	I	4	1	4	1	0	1							
	A	2	4	5	2	6	1							
	P	0	0	0	6	2	2							
READING/ WRITING	B	19	3	1	2	2	1							
	I	0	3	6	3	1	3							
	A	0	1	3	4	6	1							
	P	0	0	0	0	0	0							

NYS ELA

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

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	1	1	5	0	1	1	0	0	9
4	0	0	0	1	1	0	0	1	3
5	0	0	2	0	2	2	0	1	7
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	0	0	0	0	1	1	0	1	3
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 Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

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

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

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

1. P.S. 134 utilizes the Teachers College Reading and Writing Project's reading assessments to determine each student's reading level. Students are assessed on decoding, comprehension, and inferencing skills using books provided by BeBop for student reading at reading levels A through K according to the Fountas and Pinnell leveling system. Students reading at levels L through Z are assessed on reading passages provided by the Teachers College Reading and Writing Project. While data indicate that a majority of our ELLs are reading below grade level at the beginning of the year, as students have progressed in acquiring English as a second language, their reading levels have become comparable to, and in some cases exceed their native language peers. Based on these results, P.S. 134 has been implementing co-teaching models which focus on developing academic language and vocabulary and introducing students to complex English language structures through the content areas of science and social studies. Support and language enrichment through the use of the Title III afterschool program is also implemented.

2. When examining the performance results of the four modalities of listening, speaking, reading, and writing, the majority of our students are at the advanced or proficient level in listening and speaking. Results also indicate that our ELLs are more proficient in listening and speaking than reading and writing. The large majority of our students are at a beginning level of proficiency in kindergarten based on LAB-R results. In grades one through five, there does not appear to be an overwhelming number of students at any particular proficiency level; students are dispersed among the proficiency levels of beginner, intermediate, and advanced.

3. In order to increase our reading and writing levels on the NYSESLAT, P.S. 134 has initiated professional development sessions in order to increase awareness of and implementation strategies for the Common Core State Standards. Teachers are realigning current curriculum to increase academic rigor in vocabulary development and informational writing. The ESL specialists team with the kindergarten, first grade, and third grade teachers to provide additional support for our ELLs. The co-teaching models of pairing the ESL specialists with the classrooms teachers in order to increase academic language and literacy were introduced to further strengthen the reading and writing levels for our ELLs.

4. When examining the results of the state ELA, math, and science tests for this past school year, the data indicate that some of our ELLs are not meeting state standards on the state English Language Arts test. In order to provide extra support for our ELLs, we are emphasizing content-area literacy through examining complex language structures as we have been doing in our co-teaching models. Students are encouraged to read at home daily and complete daily reading response assignments to reinforce the strategies taught in class. Results of the ELL Periodic Assessments are used to differentiate instruction in the ESL classes. Based on the students' particular needs, small strategy groups are pulled to reinforce concepts and lessons taught in the larger group setting.

5. n/a

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

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: <u>Henrietta Szold</u>		School DBN: <u>01M134</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Loretta Caputo	Principal		10/14/11
Pamela Casal	Assistant Principal		10/14/11
Miriam Petrovitch	Parent Coordinator		10/14/11
Patricia Martone	ESL Teacher		10/14/11
	Parent		10/14/11
Mai Koyo, ESL	Teacher/Subject Area		10/14/11
Jen Roth, Third Grade	Teacher/Subject Area		10/14/11
Naomi Berkowitz, Math Coach	Coach		10/14/11
	Coach		
Katie Altman	Guidance Counselor		10/14/11
Ada Cordova	Network Leader		10/14/11
Yuna Park	Other <u>Third Grade ICT</u>		10/14/11
Beryl Murriel	Other <u>SETSS</u>		10/14/11
Natalie Chiu	Other <u>First Grade Teacher</u>		10/14/11
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 01M134 **School Name:** The Henrietta Szold School

Cluster: _____ **Network:** Cfn 206

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

Part A: Needs Assessment Findings

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

The FamilyWorker and the Parent Coordinator review all student information, including the Home Language Survey, in grades Kindergarten through grade 5 to determine which families need translation services either written, oral or both.

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.

PS 134M needs oral and written translations in Spanish and Chinese dialects of Mandarin and Cantonese. The findings are discussed at SLT and faculty conferences.

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.

Both the Family Worker and the Parent Coordinator speak, read and write Spanish and Chinese. They are available, along with other staff members and parents to translate when needed. All newsletters, the monthly calendar and other information is translated in both languages all the time. It is sent home and posted prominently in the main hall along side the English version.

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.

Both the Family Worker and the Parent Coordinator speak, read and write Spanish and Chinese. They are available at Parent Conferences, IEP meetings, Monthly Parent Breakfasts, Report Card distribution, assemblies, and Morning Meeting during which time all announcements are translated from English into Chinese and Spanish by the aforementioned staff members.

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>.

All notification is always translated into Spanish and Chinese with names and phone numbers of staff members who can assist parents if they have a question, concern, comment or need additional information in their native language.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the [School Allocation Memo #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information

Name of School: 134

DBN: 01M134

This school is (check one): conceptually consolidated (skip part E below)
 NOT conceptually consolidated (must complete part E below)

Part B: Direct Instruction Supplemental Program Information

The direct instruction component of the program will consist of (check all that apply):

Before school After school Saturday academy Other:

Total # of ELLs to be served: 21

Grades to be served by this program (check all that apply):

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

Total # of teachers in this program: 4

of certified ESL/Bilingual teachers: 2

of content area teachers: 2

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: Based on guided reading levels and writing produced in the classroom, the school's objective is to further develop the reading and writing skills in non-fiction for our English Language Learners. This year we are targeting ELL students in grades three through five. The school will conduct a literacy and content-area based instructional program in order to meet the needs of our ELLs. Two Title III afterschool programs will be created, one for students in grade 3 and another for students in grades 4 and 5. Each Title III afterschool program will be co-taught by 2 licensed ESL teachers working with a classroom teacher. The third grade Title III ESL afterschool program will meet twice a week for a total 2 hours. The fourth and fifth grade program will meet twice a week for a total of 3 hours. All instruction will be delivered in English. Materials to be used will include short shared reading texts in non-fiction to reinforce classroom instruction in non-fiction reading comprehension strategies. Non-fiction books will be used, with additional fictional stories to supplement the content.

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: In order to further the development of highly qualified teachers, professional development sessions are conducted throughout the school year. PS 134 currently has two models of professional development in place. Teachers who are new to developing academic language and vocabulary in the classrooms attend on-going professional development sessions with an outside consultant and members of the network. This work is based on the research done by Dr. Lily Wong-Fillmore in developing academic language for students. Teachers who are implementing this work receive on-going supplementary support from the licensed ESL teachers throughout the school year. In these sessions, teachers work collaboratively to develop curriculum that is aligned with standards including selections of text that are complex in language structures and vocabulary.

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: PS 134 views parental involvement as an integral part of a child's educational development. Therefore, monthly parent breakfasts hosted by the administration and parent workshops are held throughout the year. At the parent breakfasts, parents are notified of events that are upcoming at the school, and ways in which parents can be more involved in the school community are discussed. At the parent workshops, cluster teachers, the math coach, as well as classroom teachers present ways parents can reinforce literacy, math, and content-area skills at home. Additionally, parents are encouraged to borrow books in their native languages to promote literacy skills at home. They are also invited to take part in class publishing parties, as well attend school-wide assemblies, including dance performances, our annual winter sing, spirit day festivities, annual math month celebration in February, and family math mornings. Letters are sent home in English, Chinese, and Spanish to notify parents of the breakfasts, workshop sessions, and activities. Additionally, monthly calendars in the three languages are sent home at the beginning of each month to inform the parents. At the breakfasts and workshops, translators for Spanish and Chinese are present to assist the parents. School-wide morning meetings in the cafeteria are utilized as another forum to make announcements to the parents. Pedagogues assist in translating these announcements into the native languages.

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 		
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 		

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
listed.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		