



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: PS 134K
DBN (i.e. 01M001): 22K134
Principal: DEBRA RAMSARAN
Principal Email: DRAMSAR@SCHOOLS.NYC.GOV
Superintendent: DR. RHONDA FARKAS
Network Leader: NEAL OPROMALLA

School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Debra Ramsaran	*Principal or Designee	
Maryellen Walsh	*UFT Chapter Leader or Designee	
Candida Knight	*PA/PTA President or Designated Co-President	
Denise Stein	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Regina Squadrito	Member/ Assistant Principal	
Danielle Valk	Member/ Teacher/ Chairperson	
Jasmine Yan	Member/ Classroom Teacher	
Maria Mancini	Member/ Title I Parent Representative	
Rosa Flores	Member/ Parent/ESL	
Karen Rangel	Member/ Parent	
Silvia Moss	Member/ Parent	
Josefina Salazar	Member/ Parent	
	Member/	

Signature of constituent only indicates participation in the development of the SCEP, not approval. **Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

Guidance for Developing and Completing the Annual Goals and Action Plan Section

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- 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, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed	
	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
	Academic Intervention Services (AIS)
	Title I Plan (Only for schools receiving Title I funding)
	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, all students exclusive of the bottom third will demonstrate progress toward achieving college and career readiness by a 7-10% increase in students scoring at Levels 3 and 4 as measured by the NYS ELA assessment.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

This goal was deemed necessary for the school based upon the results of the 2012-2013 New York State English Language Arts exam. On the NYS ELA assessment 41.2% of the students in grades three, four and five achieved level 3 or above.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

- 1 – Professional Development – P/D will be provided to support the following topics: curriculum mapping, UDL, non-fiction instruction as well as other genres, units of study in reading and writing, methods of instruction, student engagement, questioning and discussion, alignment of the CCLS.
- 2 – Additional Support Services – Students who are at-risk will attend the 37 ½ minute program 3 days a week for intensive small group instruction. Instruction is delivered based on formative assessments and targeted to meet the needs of the students. At risk students will also receive support from the AIS teachers who also provide small group instruction to these students.
- 3 – Additional Teacher Collaboration Periods – Teachers are given an additional preparatory period each week in addition to the 37 ½ minutes on Thursdays. The teachers use these periods to plan curriculum, create assessments, grade assessments and develop a common understanding of grade level work.
- 4 – Pre and Post Tasks - Students in grades 1 – 5 will be assessed on a pre assessment for each reading unit to determine what the students have carried forward with them from previous grades. The results will be used to develop and differentiate instruction. In writing the students will also have to draft a piece based on the genre for the same type of analysis as in reading. The students will receive the post assessment as a culmination of the unit.

B. Key personnel and other resources used to implement each strategy/activity

1 – Receiving professional development

Classroom teachers, cluster teachers, paraprofessionals, staff developers, out of classroom teachers

Providing professional development

Teachers College Staff Developers, Literacy Coach, Literacy Staff Developer

2 – AIS providers, classroom teachers, cluster teachers, staff developers

3 – Classroom teachers, cluster teachers, out of classroom teachers

4 – Classroom teachers, cluster teachers, out of classroom teachers

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1 – Fountas and Pinnell Reading levels, published writing pieces, post assessments in reading

2 – AIS providers formative assessments and the list above

3 – Fountas and Pinnell Reading levels, published writing pieces, post assessments in reading

4 – Pre and post assessments results

D. Timeline for implementation and completion including start and end dates

1. September 2013 – June 2014

2. September 2013 – June 2014

3. September 2013 – June 2014

4. September 2013 – June 2014

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1 – Faculty conferences, grade conferences, Teachers College study groups and labsites, Chancellor’s professional development days

2 – AIS pull out program, extended day

3 – Coverage by clusters and out of classroom providers for teachers to meet

4 – Extended day without students, additional preparatory periods

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP).

- Meeting with parents by the classroom teachers for all students scoring level 1 and 2 on the NYS ELA exam in 2013
- Parent meeting conducted by the Reading Literacy Staff developer on the Common Core Standards
- Parent meeting conducted by the Reading Literacy Staff developer on the ELA exam.
- Progress reports sent to parents three times for the year
- Bimonthly calendars with monthly curriculum

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.														
X	Tax Levy		Title IA		X	Title IIA		X	Title III		Set Aside		X	Grants
List any additional fund sources your school is using to support the instructional goal below.														

Goal and Action Plan #2

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

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
By June 2014, all students exclusive of the bottom third will demonstrate progress toward achieving college and career readiness by a 7-10% increase in students scoring at Levels 3 and 4 as measured by the NYS Math assessment.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
This goal was deemed necessary for the school based upon the results of the 2012-2013 New York State Math exam. On the NYS Math assessment 49.8% of the students in grades three, four and five achieved level 3 or above.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
<ul style="list-style-type: none">• Strategies/activities that encompass the needs of identified subgroups <p>1 – Professional Development – P/D will be provided to support the following topics: creating lesson plans, UDL, Go Math program, problem solving strategies, methods of instruction, student engagement, questioning and discussion, alignment of the CCLS.</p> <p>2 – Additional Support Services – Students who are at-risk will attend the 37 ½ minute program 3 days a week for intensive small group instruction. Instruction is delivered based on formative assessments and targeted to meet the needs of the students. At risk students will also receive support from the AIS teachers who also provide small group instruction to support these students.</p> <p>3 – Additional Teacher Collaboration Periods – Teachers are given an additional preparatory period each week in addition to the 37 ½ minutes on Thursdays. The teachers use these periods to plan curriculum, grade assessments and develop a common understanding of grade level work.</p> <p>4 – Chapter Tests - Students in grades K – 5 will be assessed on mid-unit tests and an end of chapter test for each math unit to determine what the students have internalized from the unit. The results will be used to develop and differentiate instruction and to guide AIS providers.</p>
<ul style="list-style-type: none">• Key personnel and other resources used to implement each strategy/activity <p>1 – Receiving professional development</p> <p>Classroom teachers, cluster teachers, paraprofessionals, staff developers, out of classroom teachers</p>

Providing professional development

Math Staff Developer, DOE, Network, Houghton Mifflin

2 – AIS providers, classroom teachers, cluster teachers, staff developers

3 – Classroom teachers, cluster teachers, out of classroom teachers

4 – Classroom teachers, cluster teachers, out of classroom teachers

• **Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1 – Go Math mid-chapter tests, end of chapter tests

2 – AIS providers formative assessments and the list above

3 - Go Math mid-chapter tests, end of chapter tests

4 - Go Math mid-chapter tests, end of chapter tests

• **Timeline for implementation and completion including start and end dates**

1. September 2013 – June 2014

2. September 2013 – June 2014

3. September 2013 – June 2014

4. September 2013 – June 2014

• **Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1 – Faculty conferences, grade conferences, Chancellor’s professional development days

2 – AIS pull out program, extended day

3 – Coverage by clusters and out of classroom providers for teachers to meet

4 – Go Math materials, additional preparatory periods for analysis, extended day without students for mapping

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP).

- Meeting with parents by the classroom teachers for all students scoring level 1 and 2 on the NYS Math exam in 2013
- Parent meeting conducted by the Math Staff developer on the Common Core Standards

- Parent meeting conducted by the Math Staff developer on the State Math exam.
- Progress reports sent to parents three times for the year
- Bimonthly calendars with monthly curriculum
- Family Math Night

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy		Title IA	X	Title IIA	X	Title III		Set Aside	X	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #3

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

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, all students in the bottom third, inclusive of English Language Learners and Special Education students, will demonstrate progress toward achieving college and career readiness by a 10% increase in student proficiency on the NYS ELA assessment.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

This goal was deemed necessary for the school based upon the results of the 2012-2013 New York State English Language Arts exam. On the NYS ELA assessment 73.7% of the students in the lowest third in grades three, four and five were in the 75th percentile or higher.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

• Strategies/activities that encompass the needs of identified subgroups

1 – Professional Development – P/D will be provided to support the following topics: curriculum mapping, UDL, non-fiction instruction and other genres, units of study in reading and writing, methods of instruction, student engagement, questioning and discussion, alignment of the CCLS, ELL strategies, Special Education strategies.

2 – Additional Support Services – Students who are at-risk will attend the 37 ½ minute program 3 days a week for intensive small group instruction. Instruction is delivered based on formative assessments and targeted to meet the needs of the students. At risk students will also receive support from the AIS teachers who also provide small group instruction to these students.

3 – Additional Teacher Collaboration Periods – Teachers are given an additional preparatory period each week in addition to the 37 ½ minutes on Thursdays. The teachers use these periods to plan curriculum, create assessments, grade assessments and develop a common understanding of grade level work.

4 – Pre and Post Tasks - Students in grades 1 – 5 will be assessed on a pre and post assessment for each reading unit to determine what the students have carried forward with them from previous grades. The results will be used to develop and differentiate instruction. In writing the students will also have to draft a piece based on the genre for the same type of analysis as in reading. The students will receive the post assessment as a culmination of the unit.

• Key personnel and other resources used to implement each strategy/activity

1 – Receiving professional development

Classroom teachers, ESL teachers, Special education teachers, cluster teachers, paraprofessionals, staff developers, out of classroom teachers

Providing professional development

Teachers College Staff Developers, Literacy Coach, Literacy Staff Developer, ESL teachers, Network

2 – AIS providers, classroom teachers, cluster teachers, staff developers, ESL teachers, Special Education teachers

3 – Classroom teachers, cluster teachers, out of classroom teachers< ESL teachers, Special Education teachers

4 – Classroom teachers, cluster teachers, out of classroom teachers, ESL teachers, Special Education teachers

• Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1 – Fountas and Pinnell Reading levels, published writing pieces, post assessments in reading, ELL periodic assessments

2 – AIS providers formative assessments and the list above

3 – Fountas and Pinnell Reading levels, published writing pieces, post assessments in reading, ELL periodic assessments

4 – Pre and post assessments results

• Timeline for implementation and completion including start and end dates

1. September 2013 – June 2014

2. September 2013 – June 2014

3. September 2013 – June 2014

4. September 2013 – June 2014

• Describe programmatic details and resources that will be used to support each instructional strategy/activity

1 – Faculty conferences, grade conferences, Teachers College study groups and labsites, Chancellor’s professional development days

2 – AIS pull out program, extended day

3 – Coverage by clusters and out of classroom providers for teachers to meet

4 – Extended day without students, additional preparatory periods

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP).

- Meeting with parents by the classroom teachers for all students scoring level 1 and 2 on the NYS ELA exam in 2013

- Parent meeting conducted by the Reading Literacy Staff developer on the Common Core Standards
- Parent meeting conducted by the Reading Literacy Staff developer on the ELA exam.
- Progress reports sent to parents three times for the year
- Bimonthly calendars with monthly curriculum
- Translation services at events
- Translation of letters and memorandums

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.														
X	Tax Levy		Title IA		X	Title IIA		X	Title III		Set Aside		X	Grants
List any additional fund sources your school is using to support the instructional goal below.														

Goal and Action Plan #4

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

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
By June 2014, all students in the bottom third, inclusive of English Language Learners and Special Education students, will demonstrate progress toward achieving college and career readiness by a 10% increase in student proficiency on the NYS Math assessment.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
This goal was deemed necessary for the school based upon the results of the 2012-2013 New York State English Language Arts exam. On the NYS ELA assessment 77.3% of the students in the lowest third in grades three, four and five were in the 75 th percentile or higher.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
<ul style="list-style-type: none"> • Strategies/activities that encompass the needs of identified subgroups
1 – Professional Development – P/D will be provided to support the following topics: creating lesson plans, UDL, Go Math program, problem solving strategies, methods of instruction, student engagement, questioning and discussion, alignment of the CCLS.
2 – Additional Support Services – Students who are at-risk will attend the 37 ½ minute program 3 days a week for intensive small group instruction. Instruction is delivered based on formative assessments and targeted to meet the needs of the students. At risk students will also receive support from the AIS teachers who also provide small group instruction to support these students.
3 – Additional Teacher Collaboration Periods – Teachers are given an additional preparatory period each week in addition to the 37 ½ minutes on Thursdays. The

teachers use these periods to plan curriculum, grade assessments and develop a common understanding of grade level work.

4 – Chapter Tests - Students in grades K – 5 will be assessed on amid-unit tests and an end of chapter test for each math unit to determine what the students have internalized from the unit. The results will be used to develop and differentiate instruction and to guide AIS providers.

• Key personnel and other resources used to implement each strategy/activity

1 – Receiving professional development

Classroom teachers, cluster teachers, paraprofessionals, staff developers, out of classroom teachers, ESL teachers, Special Education teachers

Providing professional development

Math Staff Developer, DOE, Network, Houghton Mifflin

2 – AIS providers, classroom teachers, cluster teachers, staff developers

3 – Classroom teachers, cluster teachers, out of classroom teachers, ESL teachers, Special Education teachers

4 – Classroom teachers, cluster teachers, out of classroom teachers, ESL teachers, Special Education teachers

• Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1 – Go Math mid-chapter tests, end of chapter tests

2 – AIS providers formative assessments and the list above

3 - Go Math mid-chapter tests, end of chapter tests

4 - Go Math mid-chapter tests, end of chapter tests

• Timeline for implementation and completion including start and end dates

1. September 2013 – June 2014

2. September 2013 – June 2014

3. September 2013 – June 2014

4. September 2013 – June 2014

• Describe programmatic details and resources that will be used to support each instructional strategy/activity

1 – Faculty conferences, grade conferences, Chancellor’s professional development days

2 – AIS pull out program, extended day

3 – Coverage by clusters and out of classroom providers for teachers to meet

4 – Extended day without students, additional preparatory periods

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

- Meeting with parents by the classroom teachers for all students scoring level 1 and 2 on the NYS Math exam in 2013
- Parent meeting conducted by the Math Staff developer on the Common Core Standards
- Parent meeting conducted by the Math Staff developer on the State Math exam.
- Progress reports sent to parents three times for the year
- Bimonthly calendars with monthly curriculum
- Family Math Night

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	Title IA	X	Title IIA	X	Title III	Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.								

Goal and Action Plan #5

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

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

- **Strategies/activities that encompass the needs of identified subgroups**

1.

- **Key personnel and other resources used to implement each strategy/activity**

1.

- **Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1.

- **Timeline for implementation and completion including start and end dates**

1.

- **Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	Tax Levy		Title IA		Title IIA		Title III		Set Aside	<input checked="" type="checkbox"/>	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. 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.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, 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	Leveled Literacy Intervention <ul style="list-style-type: none"> • Independent reading • Phonics • Guided reading • Shared writing • Independent writing • Strategy instruction 	Small group	During the school day
	Small Group Intervention <ul style="list-style-type: none"> • Independent reading • Phonics • Guided reading • Strategy instruction 	Small group	During the school day
	Extended Day <ul style="list-style-type: none"> • Phonics • Independent reading • Strategy instruction • Shared writing • Interactive writing 	Small group	During the school day
	Title III Program <ul style="list-style-type: none"> • Independent reading • Guided reading • Shared reading • Interactive writing • Shared writing 	Small group	Before school

	<ul style="list-style-type: none"> Phonics 		
Mathematics	<p>Small Group Intervention</p> <ul style="list-style-type: none"> Fluency / drills Content instruction Problem solving strategies Multi step problem strategies Vocabulary development Extended responses 	Small group	During the school day
	<p>Extended day</p> <ul style="list-style-type: none"> Content instruction Problem solving Multi-step problem solving Vocabulary Drills Written responses 	Small group	During the school day
	<p>Title III Program</p> <ul style="list-style-type: none"> Content instruction Drills Problem solving Written responses 	Small group	Before school
Science	<p>Extended Day</p> <ul style="list-style-type: none"> Content instruction Vocabulary development Skills / strategies 	Small group	During the school day
	<p>Science Cluster</p> <ul style="list-style-type: none"> Content instruction Hands-on skills 	Whole Class	During the school day

	<ul style="list-style-type: none"> • Vocabulary development 		
Social Studies	<p>Extended Day</p> <ul style="list-style-type: none"> • Content instruction • Vocabulary development • Skills / strategies <p>Social Studies Cluster</p> <ul style="list-style-type: none"> • Content instruction • Primary source documents • Skills / strategies • Vocabulary development 	<p>Small Group</p> <p>Whole Class</p>	<p>During the school day</p> <p>During the school day</p>
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<p>Guidance</p> <ul style="list-style-type: none"> • Social / emotional needs • At risk services • Proactive intervention 	<p>Whole Class</p> <p>Small group</p> <p>Individual students</p>	<p>During the school day</p>

**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

2. All elements of the *All Title I Schools* section must be completed*.
2. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
3. Targeted Assistance (TA) Schools must also complete the *TAS Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

Indicate with an "X" your school's Title I Status.			
X	School Wide Program (SWP)		Targeted Assistance (TA) Schools
			Non-Title I

All Title I Schools

Highly Qualified Teachers (HQT)

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

Strategies for recruitment of Highly Qualified Teachers

- Attend DOE and college job fairs
- Use the open market to select potential candidates
- Build relationships with community based organizations
- Build relationships with colleges
- Network with current staff
-

Strategies for retention, assignment and support of Highly Qualified Teachers

- In house staff developers in both ELA and Math
- New teacher workshops
- New teacher mentor
- Inter and intra visitations
- Professional collaboration among teachers
- Professional development periods
- Use of professional resources for collaborative work
- Use of Extended Day Thursday for teacher collaboration
- Inquiry teams
- Monthly faculty conferences and grade conferences
- Teachers College Staff Developers (in house)
- Teacher workshops offered by Teachers College
- Teachers workshops offered by the Network

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

Teachers

Teachers College Staff Developers in house professional development to focus on reading and writing units of study in genres such as non-fiction reading and persuasive writing.

Teachers College professional development at Teacher's College for select teachers on a variety of topics on reading and writing. This information is then turn-keyed to the other staff members.

Teachers College coach group. The literacy coach intervisits at other sites and does in-depth analysis of CCS related topics.

This information is then presented at grade conferences and other forums.

Teachers Lead Teacher Groups. Select teachers study topics on reading and writing.

Go Math workshops presented by the DOE and Houghton Mifflin attended by the Math Staff Developer and other selected teachers. This information is turn-keyed to other constituents at the school.

Grade conferences and faculty conferences facilitated by staff developers and grade leaders.

Chancellor's Professional days facilitated by the administration and staff developers

Network meetings that target, instructional leads, ESL teachers, math teachers and special education teachers

Principal

Teachers College Principal conference days

DOE workshops on topics such as Danielson Framework

Network Principal's Conference

Paraprofessionals

Professional development delivered by the Assistant Principal

Network meetings

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet ***the intent and purpose*** programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

- Our Guidance Counselor and our Pupil Personnel teacher support students with their social and emotional development
- The Guidance Counselor works with families that are in temporary housing to assess their needs and provide support in alleviating these needs
- The nurse provides asthma training
- School-wide themed projects (bullying, etc.)
- The safety committee addresses school-wide concerns, as well as current issues, such as bus behavior and bullying
- Monthly parent workshops are hosted on issues such as safety
- The Guidance Counselor works with the students using programs to develop respect and character development
- Students in grades K-2 are a part of Teachers College Reading and Writing Project and engage in grade appropriate Common Core aligned Units of Study
- Translation services are provided

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

The pre-kindergarten teacher collaborates with the kindergarten teachers and aligns her curriculum to the work they do and

the CCS for pre-kindergarten

The pre-kindergarten teacher attends professional development for the kindergarten teacher

At the beginning of the school year the pre-kindergarten teacher assists with dismissal and meetings with the parents of students new to kindergarten

The Parent Coordinator arranges and facilitates a tour of the building for the parents of the pre-kindergarten students

During registration the pre-kindergarten students meet with teachers and visit classrooms

The Guidance Counselor conducts monthly meetings for parents of the kindergarten students

The school conducts parent curriculum conferences within the first week of school for the parents to meet the teachers

The Pupil Personnel Teacher contacts the schools of the kindergarten students to obtain records and files.

The Assistant Principal consults with the kindergarten teachers within the first month of school to monitor the progress of the students

The Guidance Counselor monitors the kindergarten students in the first weeks of school for adjustment issues and meets with parents

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

- Staff developers and literacy coach
- Lead teachers on each grade
- Individual meetings with all instructional staff members
- Post meeting feedback
- Weekly professional development periods
- Inquiry team meetings

TA Schools Only

Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.

N/A

TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

N/A

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required 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

**P.S.134
4001 18th Avenue
Brooklyn, NY 11218
(718) 436-7200**

Debra Ramsaran
Principal

Regina Squadrito
Assistant Principal

[P.S. 134 School Parental Involvement Policy](#)
2013 -2014

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

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

- Parental Involvement means the participation in regular, two way meaningful communication involving student academic learning and other school activities, including and ensuring –
 - That parents play an integral role in assisting their child’s learning.
 - That parents are encouraged to be actively involved in their child’s education at school.
 - That parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child.
 - The carrying out of other activities, such as those described in Section 1118- Parental Involvement of the ESEA.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Other Activities Include:

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

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title 1, Part A programs. This policy was adopted by PS 134 on September 2012 and will be in effect for the period of two years. The school will distribute this policy to all parents of participating Title 1, Part A children on or before September 2013.

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

School – Parent Compact 2013-2014

School Name: **P.S. 134**

PS 134 and the parents of the students participating in activities, services, and programs funded by Title 1, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State’s high standards. This school-parent compact is in effect during school year 2013-2014.

School Responsibilities	The Parent/Guardian Responsibilities
<p>P.S. 134 will:</p> <ul style="list-style-type: none"> • Provide high quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State’s student academic achievement standards as follows <ul style="list-style-type: none"> ➤ Implement the Chancellor’s Core Curriculum ➤ Provide on-going Professional Development • Hold parent-teacher conferences during which this Compact will be discussed as it relates to the individual child’s achievement. <ul style="list-style-type: none"> ➤ Specifically, those conferences will be held in November (Day & Evening) and March (Day & Evening) • Provide parents with frequent reports on their children’s progress. Specifically, the school will provide reports as follows: <ul style="list-style-type: none"> ➤ Individual Student Standardized Test Reports ➤ November Report Cards ➤ March – Report Cards ➤ End of Year Report Cards ➤ Informal classroom assessments on an ongoing basis. • Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: <ul style="list-style-type: none"> ➤ Daily during teachers’ prep periods by appointment at the school. ➤ Open School Parent/Teacher Conferences (Biyearly) ➤ Contact with Parent Coordinator • Provide parents opportunities to volunteer and participate in their child’s class, and to observe classroom activities as follows: <ul style="list-style-type: none"> ➤ Parents will be invited to participate in school events, trips, and writing celebrations 	<p>We, as parents, will support our children’s learning in the following ways:</p> <ul style="list-style-type: none"> ▪ Supporting my child’s learning by making education a priority in our home by: <ul style="list-style-type: none"> ➤ Making sure my child is on time and prepared everyday for school; ➤ Monitoring attendance; ➤ Talking to my child about his/her school activities; ➤ Scheduling daily homework time; ➤ Providing an environment conducive for study; ➤ Making sure that homework is completed; ➤ Monitoring the amount of television my children watch and the amount of video games they play ▪ Participating, as appropriate, in decisions relating to my child’s education ▪ Participating in school activities on a regular basis. ▪ Staying informed about my child’s education and communicating with the school by promptly reading all notices from the school or the district either received by my child or by mail and responding, as appropriate. ▪ Reading together with my child every day. ▪ Providing my child with a library card. ▪ Communicating positive values and character traits, such as respect, hard work and responsibility. ▪ Respecting the cultural differences of others. ▪ Helping my child accept consequences of negative behavior. ▪ Being aware of and following the rules and regulations of the school and Citywide Standards of Discipline and Intervention Measures. ▪ Supporting the school’s discipline policy and the safety policy. ▪ Explain to children the importance of safety on the bus

throughout the year.

➤ Classroom visits during Open School week

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

while riding to and from school and follow the school's bus safety rules that both students and parents sign.

- Express high expectations and offer praise and encouragement for achievement and positive behavior.
- To share the responsibility for improved student achievement.
- To communicate with his/her child's/children's teacher about their educational needs.
- To ask parents and parent groups to provide information to the school on the type of training or assistance they would like and/or need to help them be more effective in assisting their child/children in the educational process.

School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

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

Signature of constituent only indicates participation in the development of the SCEP, not approval. **Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

District 22	Borough Brooklyn	School Number 134
School Name P.S. 134		

B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal Debra Ramsaran	Assistant Principal Regina Squadrito
Coach Danielle Valk	Coach Jule Marino
ESL Teacher Naheed Chaudhry	Guidance Counselor Diane Washington
Teacher/Subject Area Danielle Tesoriero/ESL	Parent Maria Mancini
Teacher/Subject Area Jennifer McMorrow/Reading	Parent Coordinator Betty Lopez
Related Service Provider Jasmine Yan	Other Maryellen Walsh/Reading
Network Leader(Only if working with the LAP team)	Other Lauren Rosen/ESL

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 currently teaching in the ESL program.	3	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	2	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	486	Total number of ELLs	105	ELLs as share of total student population (%)	21.60%
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Part II: 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 (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
self-contained	1				1									2
Push-In	2	2	2	2		2								10
Total	3	2	2	2	1	2	0	12						

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	105	Newcomers (ELLs receiving service 0-3 years)	97	ELL Students with Disabilities	11
SIFE	20	ELLs receiving service 4-6 years	8	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 SWD. [?](#)

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	97	20	8	8	0	3	0	0	0	105
Total	97	20	8	8	0	3	0	0	0	105

Number of ELLs who have an alternate placement paraprofessional: 2

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
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

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																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									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
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	Hispanic/Latino:
Native American: ____	White (Non-Hispanic/Latino): ____	Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	2	1	4	2		1								10
Chinese														0
Russian	4	4	4	3	3	4								22
Bengali			1		2									3
Urdu	1	3	2	2	2	1								11
Arabic						1								1
Haitian				1	2									3
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	12	10	11	6	7	9								55
TOTAL	19	18	22	14	16	16	0	0	0	0	0	0	0	105

Part III: Assessment Analysis

Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

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)	24	1	2	6	2	5								40

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)	0	1	3	4	1	1								10
Advanced (A)	1	7	7	5	5	6								31
Total	25	9	12	15	8	12	0	0	0	0	0	0	0	81

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	0	0	0	0	0
4	3	5	2		10
5	5	5			10
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	0		0		0		0		0
4	4		2		5		1		12
5	3		4		3		2		12
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	4		2				6		12
8									0
NYSAA Bilingual (SWD)									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 Foreign Language				
Government				
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								

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 will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

Our school uses TCRWP assessments to assess the early literacy skills of our ELLs. Analysis of proficiency level data reveals that most students in the Beginning and Intermediate levels are newcomers to the program and are also in Early Childhood grades. As students progress through grade levels, they move toward the Advanced level. In Kindergarten, the self-contained ESL class had nineteen ELL students, who were all serviced by the self-contained Kindergarten ESL teacher. Of those nineteen students, sixteen were classified as Beginners, and three as Advanced. The first grade ELL total was eighteen, one of which was in the Self-Contained Special Education class. All eighteen ELLs in first grade were serviced by the push in/pull out certified ESL teacher. Of those eighteen, eight were classified as Beginners, seven as Intermediate, and three as Advanced. In second grade, there were twenty-two ELL students, two were in the Self-Contained Special Education class. Of the twenty-two ELLs in grade two, thirteen were Beginners, six were Intermediate, and two were Advanced level. All twenty-two ELLs were serviced by the push in/pull out ESL teacher. In third grade there were fourteen ELLs, and one was in the Self-Contained Special Education class. Three students in grade three were Beginners, six were Intermediate, and five were Advanced level. All fourteen were serviced by the push in/pull out ESL teacher. In fourth grade there were sixteen ELLs, two were in the Self-Contained Special Education class, and serviced by the push in/pull out ESL teacher, one was in an ICT class, and was also serviced by the push in/pull out ESL teacher. The rest of the thirteen students were serviced by the self-contained fourth grade ESL teacher. In fifth grade there were sixteen students, who were all serviced by the push in/pull out ESL teacher. Of the sixteen fifth grade ELLs, nine were Beginners, four were Intermediate, and three were Advanced level. In total, there were fifty-five Beginner level students, twenty-six Intermediate, and twenty-four Advanced level students. This data is used by the classroom and ESL teachers when creating instructional plans. After analyzing the data, the teachers use the information to determine which teaching points need to be taught in order to address the needs of the students. This data is used when creating monthly curriculum maps in all subject areas, as well as determining which students may be in need of more targeted instruction. The teachers also use the data to form small groups, determine teaching points for individual conferences, and whole class lessons. On a school-wide level, we analyze trends across populations and grades, and use that data to determine a school-wide focus, as well as a focus for specific populations of students. The data is also used when determining which programs, and materials to purchase to support our curriculum.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
Examining data across proficiency levels on the four modalities, a generalization can be made that in grades 2-5 the students' Listening and Speaking skills were superior to their Reading and Writing skills on the NYSESLAT exam. However in grades K-1 a generalization can be made that the students' Reading and Writing skills were superior. Clearly, instruction must link audio-oral communication and print communication through book and literature responses, Shared Reading sessions, Accountable Talk, Listening Center activities, Whole Class Conversations, and peer and teachers conferences. Content area reading and writing are supported by extensive Leveled Libraries, encouraging content-rich vocabulary and critical thinking skills. On the LAB-R, sixteen Kindergarten students scored at the Beginner level, and one at the Advanced level. One first grader scored at the Beginner level, six second graders scored at the Beginner level, and two third graders. In the fourth grade, three scored Beginner level, and one scored Advanced. In the fifth grade, five scored at the Beginner level. We did not have any students score on the Intermediate level on the LAB-R.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

Based on the patterns that have been identified across the NYSESLAT modalities, the following instructional decisions have been made. In grades 2-5 we will increase our focus on reading and writing in order to address our students' needs. Students will spend more time focusing on reading comprehension activities, and responding to literature. In grades K-1 we will increase listening and speaking activities, such as incorporating more time for whole class conversations, shared reading, and read alouds in the school day. This should help address the areas which we identified as areas of need for our students, and ensure they are meeting the Common Core Standards. At our school, P.S. 134, we use the information from the Annual Measurable Achievement Objectives to help us make instructional program selections, identify best practices, schedule professional development, and decide which interventions are needed to ensure all of our ELLs make adequate yearly progress. The achievement data has revealed that our ELL subgroup has not performed as well on state tests compared to other subgroups within our school. The data has also revealed that students who enter the school system in the earlier grades, reach English proficiency at a faster rate, than those who enter our school in the upper grades.

The information from the RESI and the AMAO tool has assisted us in analyzing and indentifying trends in our school. From there we are able to focus implementing best practices to help move toward our goal of English proficiency for our ELL population.

4. For each program, answer the following:
 - a. 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?

A) Teachers College Reading Assessments are administered in all grades. Nineteen Kindergarten ELLs were administered the test. Three of these students scored a Level I, seven scored a Level II, eight a Level III, and one student scored a Level IV. In first grade, eighteen ELL students were given the assessment. Of the eighteen ELLs, seven scored a Level I, one scored a Level II, eight scored a Level III, and two scored a Level IV. In second grade, twenty-two ELLs were administered the assessment. Ten of these second grade ELLs scored a Level I, six scored a Level II, five scored a Level III, and one student scored a Level IV. In third grade fourteen ELLs were given the assessment. Of these fourteen ELLs, seven scored a Level I, four scored a Level II, one scored a Level III, and two students scored a Level IV. In fourth grade sixteen ELLs were administered the assessment. Of the sixteen students who took the assessment, eleven scored a Level I, four scored a Level II, and one student scored a Level IV. In fifth grade, sixteen ELLs were administered the assessment. Of those sixteen students, fifteen students scored a Level I, and one student scored a Level II. We do not have a bilingual program, but when we have given our students in grades 3-5 practice math state tests both in their native language, and in English, the students prefer taking the test in English, and generally perform better. We attribute this trend to the fact that they are receiving the content specific instruction in English.

B) We use the results from the ELL Periodic Assessments to identify and form small groups, and differentiate instruction. The administration and a team of teachers analyze the results to determine the students' strengths and needs. This data then reveals the targeted instruction that the students will receive in their identified area(s) of need, both in the classroom and with the certified ESL teacher.

C) We as a school are learning that the students in grades 2-5 need more work in the modalities of reading and writing and the students in Kindergarten and first grade need further support in the modalities of listening and speaking. The ELL students take the Periodic Assessments in English.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

Our school uses all of the data collected from ESL Periodic Assessments, Teacher's College Reading Assessments, City-Wide Instructional tasks, class work, teacher made assessments, pre and post assessmnets, state test results, and classroom observations, to help us create a profile for each of our ELLs in grades K-5. The information and data collected on each student is analyzed, and from there it is determined by the administration and a team of teachers, if a student is in need of extra support in order to meet the standards. If it is decided that an ELL is At-Risk, then we implement the RTI three tiered instructional model, which is aimed at prevention and early intervention through a tiered system of instructional support. Instruction for ELLs in English language development is provided at the Tier 1 instructional level. The support begins within the classroom and with the ESL certified teacher. The teachers target academically rigorous and challenging instructional goals, while simultaneously providing students with the instructional supports they need to achieve success. They also focus on building students' abilities to form, express, and exchange ideas through dialogue, questioning, and sharing ideas and knowledge. In these instructional conversations, the teacher listens carefully, collects data on the students' responses, and uses that data to form small groups in order to target the students' needs. If the level of support provided in Tier I is not successful in supporting a student, we then move to add on extra layers of instructional support to the standard core curriculum in order to better support the student. Students move into Tier II and Tier III if they demonstrate a need for more targeted and intensive academic support. This extra support can occur in the classroom provided by an AIS teacher, as well as in separate setting. The instruction during a pull-out targeted Intervention group is focused on specific learning targets based on the students' individual reading levels, language needs, as well as their identified area of academic weakness. We use a research based Leveled Literacy Intervention Program to provide the Tier II and Tier III At- Risk ELLs with intensive academic support. Based on the demonstrated and changing needs of the ELLs, the levels of intervention and instructional support may increase in duration and intensity over time. Data is collected through the use of formal, reliable and valid assessments, and analyzed frequently. If a student shows improvement, the extra supports are removed as needed.

6. How do you make sure that a child's second language development is considered in instructional decisions?

Knowledge of second language development and the student's history of first and second language (e.g., educational background) is considered when setting benchmarks and interpreting student progress. We look into the students' backgrounds to determine what level of education the students have already received, including in what language, and find out what progress was made prior to entering our school. We also ask the students for a writing sample, in their native language. We have the staff members who are

proficient in each student's native language to analyze the students' writing, and to identify strengths and needs. We then evaluate the academic needs, and the achievement levels for our school's overall population as well as for particular groups of students, and decide which instructional programs to implement for our ELLs. Our focus is always on improving the quality of core instruction and making sure that all ELLs have ongoing, high-quality opportunities to learn and succeed through culturally responsive instruction.

7. 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?

Not applicable

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

We evaluate the success of our programs for ELLs by analyzing and interpreting data that is collected throughout the school year. The type of data that is analyzed is as follows; NYSESLAT scores, ELL, ELA and Math Periodic Assessments scores, ELA and Math State test Scores, data collected from the RESI and AMAO, formative assessments such as the assessments provided in Leveled Literacy Intervention Program, City-wide Instructional task outcomes, TCRWP assessments, pre and post assessments, and student work. By evaluating these reliable and valid assessments, we are able to determine if the programs we have put in place are effective for ELLs, and if they provide the differentiation needed to meet the students' diverse needs. Analyzing data also helps us to determine if our ELLs will be successful in making adequate yearly progress with the support of the programs we have put in place at our school.

Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

The process for initial identification of students who may possibly be ELLs is as follows. The certified ESL teacher has parents of all new admits complete a Home Language Identification Survey (HLIS). Parents are asked to check off the language/s that are spoken in the home. This enables us to identify both the ESL services that may be needed for the incoming student as well as the different languages that make up our school community. The certified ESL teacher meets with all parents of new admits that have been identified as in need of ESL instruction. She also determines if the parents of the new student are in need of translation and interpretation services. An informal oral interview is also given to the students in English and in their native language. The certified ESL teacher conducts the interviews in English, and she can also conduct them in Urdu, her native language. Other trained school personnel conduct the informal interview in the child's native language as well. Within the school, we have staff members that speak: Spanish, Urdu, Chinese, Russian, Tajik, Uzbek, Haitian Creole, French, Bengali, Hebrew, Yiddish, Hindi, Hungarian, Greek, Italian, Polish, Punjabi, and Ukranian. These languages cover the student population at the school, and enable us to provide translation services to parents and students. When parents visit the Main Office, the Parent Coordinator and the Pupil Accounting Secretary inform the school of any parents who may need further support communicating. If a parent needs translation in a language other than what the ESL teacher speaks, we have staff members translate in the language of the parent. If a parent speaks a language we cannot provide a translator for, we call the translation and interpretation services unit. If a child has been identified as in need of ESL services, the student is administered the LAB-R, no later than within ten days of registering. The students are administered the LAB-R test in English by one of our certified ESL teachers. If the student is Spanish speaking, they are administered the Spanish LAB-R by a Spanish speaking teacher in the school. The names of the pedagogues that administer the LAB-R in English are Ms. Naheed Chaudhry, and Ms. Danielle Tesoriero, both are certified ESL teachers. The name of the pedagogue that administers the Spanish LAB-R is Mr. Roberto Rivas. The formal initial assessment is also given by the certified

ESL teacher. The information obtained from the LAB-R is used to determine the amount of time the students are given ESL instruction by the certified ESL teacher, per week. Students who score at the Beginner and Intermediate levels receive 360 minutes of instruction per week, and students who score at the Advanced level receive 180 minutes of ESL instruction per week. The NYSESLAT exam is administered to all ESL students in the school in grades K-5. The teachers who administer the NYSESLAT exam are trained in the administration of the exam every school year. The Speaking component of the NYSESLAT exam is administered individually by a licensed pedagogue, who is not the students' ESL or ELA teacher. The Listening, Reading and Writing components of the NYSESLAT exam are administered by trained pedagogues. The students are grouped and administered each component of the exam by grade level, as well as by any special accommodations they may receive based on their IEPs, or 504s. Each group of students has a trained pedagogue administering them the test as well as an additional proctor in every room. All proctors are also trained in testing procedures as outlined in the most current Testing Administration Handbook, as well as the SAM. The results obtained from The NYSESLAT exam are used by the certified ESL teacher, as well as the students' classroom teachers to provide support in the areas of listening, speaking, reading, writing, vocabulary development, and grammar instruction.

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.

To ensure that all parents understand the program choices, a letter of invitation is sent to the home of all entitled students. The parents are informed of the dates and locations of the orientation presentations provided by P.S. 134's ESL teachers, administrators, and translators. All materials presented at these meetings are translated into the languages that are appropriate for the parents attending. Additionally, a videotape which is produced by the New York City Department of Education is shown to the parents at the meeting. This is followed by a question and answer period, in the parents' native language. If parents are unable to attend the meetings scheduled, an individual meeting is arranged with the parent. Entitlement letters are sent home to parents by the certified ESL teacher. This teacher also monitors the return of the forms. If the form is not returned to school, phone calls are made, in the parents' native language, to remind the parents to return the letter indicating their choice. The certified ESL teacher stores the forms in a secure location in the school. This information is also entered into ATS.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)

Entitlement letters are sent home to the parents by the certified ESL teacher, Ms. Chaudhry. Ms. Chaudhry runs ATS reports, such as the LAB-R report, to check eligibility. She then makes a list of every student in the school, current, and incoming, who is eligible to receive ESL services. At that time she generates the entitlement letters, and sends them home to all parents of eligible children, in their native language. Ms. Chaudhry, the certified ESL teacher, maintains a data tracking system to monitor each letter that was sent home, and in what language. The certified ESL teacher also monitors the return of the Parent Survey and Program Selection forms. When she receives the letters, she documents the survey response and the program selection choice each parent has made. This information is then entered into the system by Ms. Chaudhry. Ms. Chaudhry then runs the USPE report from ATS to verify accuracy. She also makes a school summary sheet of the information that was gathered from the forms that were collected. If we do not receive any of the required documentation from the parents, Ms. Chaudhry meets with the translators available at our school, and arranges for every parent to be called, in their native language, and reminded to return the necessary documentation. She also keeps track of the follow-up phone calls that were made. She documents all information, and stores the forms for the school.

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.

4. First, we determine the native language of the parent. We then provided a translator for that parent to explain the whole identification process. We have translators available at our school that speak Spanish, Urdu, Chinese, Russian, Tajik, Uzbek, Haitian Creole, French, Bengali, Hebrew, Yiddish, Hindi, Hungarian, Greek, Italian, Polish, Punjabi, and Ukrainian. These translators are available throughout the entire process. Once a student has been identified as in need of receiving services, and we have met with the parents of the student to explain the three program choices that are available in NYC: Total Bilingual Education, Dual Language, and ESL, the parent makes a selection. We then review the choices all of the parents have made. At that point the students are placed in the appropriate program based on parental choice. Placement letters are sent home to all parents of eligible students. The LAB-R report and NYSESLAT score report is also run to determine entitlement of current students who took the NYSESLAT exam. Scores are analyzed and continued enrollment letters are sent to parents informing them if their child will continue to receive services, and what type. All letters that are sent home, are in the parents' native language. Ms. Chaudhry, the certified ESL teacher, documents all placement letter, and continued enrollment letter information, and keeps it on file at school. A summary of such information is also given to the Principal. Ms. Chaudhry, the certified ESL teacher, then updates the ELPC

screen in ATS to reflect the current information on each student. This is done immediately following the receipt of the parent choice, within the 20 day window.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

The NYSESLAT exam is administered to all ELLs in the school in grades K-5. ATS reports are run, such as the RLER report, to identify and verify which students are required to take the NYSESLAT exam each year. The Assistant Principal attends training on the procedures, content, changes, and administration of the NYSESLAT each year. The Assistant Principal then turn keys that information, and provides training for the pedagogues that will administer the NYSESLAT exam to our ELLs. The teachers administering the NYSESLAT also watch instructional videos that guide them in the administration and recording of answers on the NYSESLAT exam. The teachers also sit together with the training and scoring guides and do practice sets that are provided by the state. The teachers are then trained in the rubrics which are provided. The teachers who administer the NYSESLAT exam are re-trained in the administration of the exam every school year. The Assistant Principal then sets up a testing plan and schedule to arrange for the testing of every ELL. Each component is administered during the window that has been dictated. The school sends home a letter to the parents of all ELLs, in their native language, to provide the parents with information about the test, and provide them with the dates that each component of the test will be administered. Testing meetings are also held during the school year to provide parents with information about the NYSESLAT exam, as well as other state exams that are given. Translation is offered at these meetings. The Speaking component of the NYSESLAT exam is administered individually to each student by a licensed pedagogue, who is not the students' ESL or ELA teacher. Each student is scheduled for an approximate fifteen minute time slot, plus additional preparation time. The testing of every student in the component of Speaking, takes place across several days, and it is necessary to get substitute teacher to cover the classes of the teachers who are administering the exam. Students are tested in a room in which all materials and print have been removed. No announcements are made, to make sure there are no distractions. The Listening, Reading and Writing components of the NYSESLAT exam are administered by trained pedagogues. The students are grouped according to the guidelines that are specified by the state. They are administered each component of the exam by grade level, as well as by any special accommodations they may receive based on their IEPs, or 504s. Each group of students has a trained pedagogue administering them the test as well an additional proctor in every room. All proctors are also trained in testing procedures as outlined in the most current Testing Administration Handbook, as well as the SAM. Attendance is taken each day that the exam is given to ensure that all ELLs take each component of the test. If a student is absent, the student takes the component they missed on the day they return to school, which must be within the test administration window. The tests are stored in a secure location.

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.  Once the Parent Survey and Program Selection forms have been received they are reviewed and charted to analyze parental choice over time. We run the ELPC report to view student information and parental choice information. After having reviewed the Parent Survey and Program Selection forms, for the past few years, the constant trend in parent program choice has been the freestanding ESL program. The program model in our school is fully aligned with the parent requests. This year, the data revealed that two families out of the whole ELL population, did not select the freestanding ESL program. One family requested a Chinese dual program, and one family selected a Bengali dual language program. All of their options were explained to them in their native language. Both families opted to place their children in the freestanding ESL program.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - 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])?
 - A) P.S. 134 offers a free standing ESL program. There is one self-contained Kindergarten ESL class, and one self-contained ESL Fourth grade class. The other eligible ELLs are placed in a push in/pull out ESL program model. At P.S. 134 all Advanced level ELLs receive 180 minutes of ESL service. The additional 180 minutes of ELA instruction are provided in the classroom. All Beginner and Intermediate level ELLs receive 360 minutes of ESL instruction by the ESL teachers.
 - B) The Kindergarten ELLs and Fourth grade ELLs receive instruction in the self-contained ESL classroom. The self-contained ESL classes receive instruction using the workshop model in balanced literacy and in mathematics. The ELLs not in self-contained ESL classrooms have a push in/pull out model. This program is a heterogeneous model.
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)?

P. S. 134 has a free standing ESL program. Our staff is organized in order to meet the requirements for ESL instruction of all students, at all proficiency levels. The teachers programs are explicitly scheduled by grouping students according to their grade level, proficiency level, and mandated number of instructional minutes. Students are serviced in small groups based on their targeted instructional goals.

A) CR Part 154 compliance is assured by providing 360 minutes per week of ESL instruction to students at the Beginning and Intermediate levels. Advanced students receive 180 minutes of ESL instruction and 180 minutes of ELA instruction. ESL teachers explicitly schedule the time for ESL instruction. ELA instruction takes place in the students' classrooms. Kindergarten and Fourth grade ESL students are in a self-contained program where they receive a full day of instruction from a certified ESL teacher. The other ELLs in the school are in a push in/pull out program where the certified ESL teacher groups the students based on their proficiency level. Based on their proficiency levels, students are pulled with other children within their grade and/or with children in consecutive grade bands. The Beginning and Intermediate level students receive 360 minutes of instruction throughout the week and the Advanced level students receive 180 minutes of ESL instruction throughout the week.
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 foster language development and meet the demands of the Common Core Learning Standards.

ELLs have access to high quality content area instruction that is aligned to the CCS in each subject. Teachers develop language and cognitive skills through content topics and themes using grade appropriate materials. Through professional development they learn ESL methodology and strategies to support all proficiency levels of ELLs and provide them with the opportunity to meet the content area standards as measured by the various related assessments. The teachers provide challenging content, and well-developed learning strategies to prepare ELLs to think critically, solve problems, and communicate in the language of instruction. ELLs are actively engaged in standards-based academic curriculum with their monolingual counterparts in the regular classroom setting. Students use leveled nonfiction texts throughout the day. The teacher embeds grade appropriate content area instruction in her reading and writing program. Lessons are designed to meet standards while there is differentiated instruction to meet student needs. The teacher uses a workshop model to deliver instruction. The teachers use a combination of vocabulary development, visual supports, and technology to enhance student learning. Instruction is designed to mediate the learning of various proficiency classifications: newcomers, SIFE, long-term ELLs, Beginner, Intermediate and Advanced proficiency levels. On-going assessment strategies are used to determine movement towards acquiring content standards.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

To ensure ELLs are evaluated in their native languages throughout the year, we offer the NYS Math and Science exams to the students in their native languages. We also offer the use of bilingual glossaries to the ELLs.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

In order for ELLs to meet the high standards set for all students and to equally participate in New York City Department of Education literacy, mathematics, and other core subject initiatives, we ensure that each student receives rigorous instruction which addresses the four modalities throughout the year. By using the balanced literacy model, with appropriate language development supports, ESL instruction is delivered addressing all four modalities of English acquisition. Students participate in small group,

task-oriented situations that guide the production of language both in verbal and written form. Students also demonstrate learning through measurable product development, demonstrations, and exhibits. Students demonstrate technical/digital proficiency, through the use of computers, and internet research. Teachers explicitly schedule and map out curriculum and instruction to ensure that all four modalities are targeted throughout the school day. Listening, Speaking, Reading and Writing standards are embedded throughout the curriculum and across all content areas. Students in grades K-5 are formally assessed four times a year in reading using the Teacher's College Reading Assessments. Students in grades K-8 are formally assessed in writing on a monthly basis using the Teacher's College Writing Continuum and Rubrics. Students in grades K-5 are also formally assessed in reading and writing using pre and post assessments which are administered at the beginning and end of every unit of study. Students in grades K-5 are informally assessed on a daily basis, in all four modalities, using quick assessments, partnership conversations, individual conferences, small group instruction, guided reading groups, book clubs, writing partnerships, and whole class conversations. All students in grades 3-5 are formally assessed in reading and writing using Periodic Assessments, which are administered twice a year. All students in grades 3-5 are formally assessed in reading and writing using ELA practice tests which are administered several times a year. All students in grades 3-5 are also formally assessed in all four modalities in content area unit assessments. In addition, ELLs in grades K-5 are assessed on all four modalities using NYSESLAT practice exams given twice a year. In addition to the NYSESLAT practice exams, ELLs in grades 3-5 are also assessed using the ESL Periodic Assessments.

6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

A) In instances of Students with Interrupted Formal Education (SIFE), the students receive intensive academic intervention services based on formal and informal assessments of academic and social needs. Grade and age appropriate lessons and activities are provided in small group and whole class settings. The Guidance Counselor assists the children in their transition and integration into mainstream classrooms.

B) Newcomers at P.S. 134 are grouped by language proficiency and by grade level. Emphasis for these students is on acculturation, basic vocabulary, verbal communication, and literacy development. We also offer our newcomer ELLs services during Extended Day and Title III programs. Students are grouped according to their proficiency levels. Teachers determine what the students need the most support in as well as determining what obstacles may be hindering their abilities to meet the standards. Beginning level students receive more modeled and guided support, more basic vocabulary development, more visual supports built into the curriculum, lower level texts, as well as more access to the use of manipulatives. Intermediate level students are asked more advanced level questions, exposed to higher level texts, receive less picture support, are taught more Tier 2 words, and are engaged in more discussion and partner work. Advanced level students receive more individual activities, learn Tier 3 words, are given advanced level texts, are taught advanced comprehension strategies, are engaged in more partner work and discussions, extend their learning through writing, and are expected to transfer learning to all subject areas.

C) For ELLs receiving services for four to six years, academics and content-area studies are emphasized. They attend test sophistication instruction in a small group setting. Additionally, they are invited to Extended Day and Title III programs. We have purchased several programs to support their learning, such as the Gear UP ELL program by the Wright Group, Benchmark for English Language Learners, Empire State, Getting Ready for the NYSELSAT, and the Leveled Literacy Intervention Program by Fountas and Pinnell. We also hire teachers to provide supplemental support to these students.

D) For long-term ELLs academics and content are studies are emphasized. They attend test sophistication instruction in a small group setting. Additionally, they are invited to Extended Day and Title III programs. We have purchased several programs to support their learning, such as the Gear UP ELL program by the Wright Group, Benchmark for English Language Learners, Empire State, Getting Ready for the NYSELSAT, and the Leveled Literacy Intervention Program by Fountas and Pinnell. We also hire teachers to provide supplemental support to these students.

E) Former ELLs continue to receive support in their classroom setting. The teachers differentiate instruction to meet their needs and provide the scaffolds necessary to ensure they are successful in meeting the grade level requirements. Testing modifications are provided for up to two years after students have scored proficiency if needed. The Paraprofessionals are also available to help these students. Students are also invited to the Extended Day program to provide them with further support.

7. 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?

Teachers use a workshop model, a to-with-and by approach method to teach all subject areas. They use differentiated instruction and small groups based on the students' needs. Teachers create charts and other visual representation to support learning. All materials that are used at the school are common core aligned and grade appropriate. Texts are matched to the students' levels, and text complexity is considered when materials are selected for reading instruction. All classroom libraries contain leveled texts, and well as content, and thematic books, to support all learning. Students are exposed to a variety of technology in their classrooms, such as document cameras, computers, listening centers, and Smartboards, which all help to support and accelerate English Language Development. Students read leveled texts in all genres of study throughout the course of the school year. If the current unit of study is embedded in fiction, then the students are encouraged to read fiction in school, and nonfiction, content specific texts at home. Students are exposed to a variety of texts that help to build vocabulary, make meaning, and are print rich to support language acquisition. School libraries have books on various cultures throughout the world, and bilingual glossaries are available for all students who require such support. All ELL-SWDs receive their services mandated on their IEPs based on their program recommendations, as well as ESL instruction in a freestanding ESL program. The ESL teachers and the Special Education teachers coordinate their schedules to make sure the students are receiving all services they are mandated to receive. Schedules are checked and approved by the administration. All students who have IEPs and receive ESL services are also called into the IVR system to assure all services are being received, and are captured.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

ELL-SWDs are provided differentiated instruction based on their individual learning needs and strengths. Instruction is targeted to and appropriate for the student's level of English proficiency and learning needs. These students receive support from Special Education teachers in the least restrictive environment. The Special Education teachers also work in conjunction with the ESL teacher to ensure that the students are meeting their goals. Time is scheduled for collaboration and instructional planning among all teachers servicing these students. The SBST collaborate with the Assistant Principal to discuss flexible programming options when appropriate. All special education staff also attends professional development monthly meetings with the Assistant Principal to work on goal setting, flexible programming, sharing best practices to help accelerate learning and language development, and assuring that all students are being educated in the least restrictive environment. Each ELL-SWD is looked at individually and a program is designed to best fit the needs of that individual student.

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

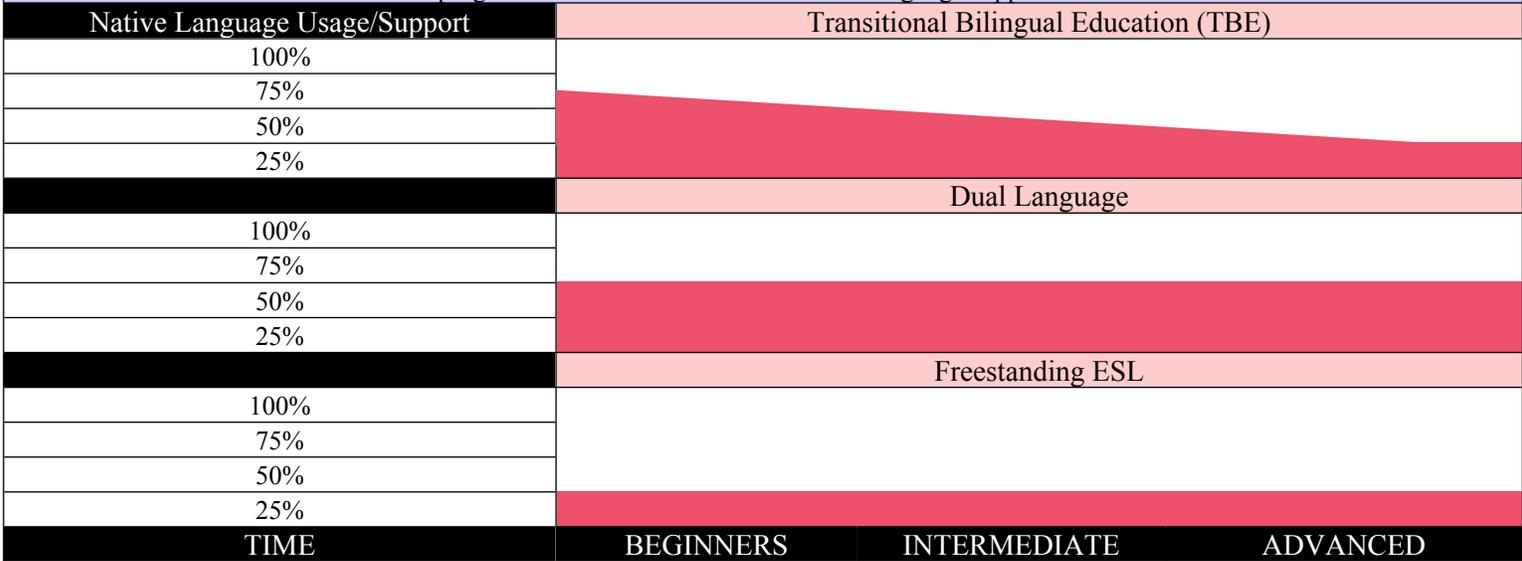
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

9. 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.

Students at every grade and proficiency level are instructed using the workshop model and balanced literacy curriculum. Instructional modifications are made to address the needs of individual students' needs and strengths, as well as their ELL proficiency status. In grades 1, 2, 3 and 5, the ESL teacher pushes in and pulls out groups on a daily basis, according to the explicit schedule that's assures compliance with CR part 154 instructional unit requirements. All classrooms, including those of the ESL teachers, have extensive Leveled Libraries rich with content area literacy, reflecting the abilities, levels, needs, interest, and cultures of all students. All students have access to common core standards based instructional materials in all content areas, such as social studies, science and the arts. ESL teachers use multiple approaches and a variety of materials, including visual aids, audio materials, and technology which are all aligned to the NYS requirements. Students utilize computers and internet based resources in order to conduct research and compile information to enrich their learning. Teachers use the Go Math Program with all students, which offers differentiation for all subgroups of students. The ELL students of all proficiency levels receive instruction in small groups within the classroom to support their learning. The workshop model is also used in science and social studies. The students are supported in small group settings throughout the day. Instruction in the content area is supported by students reading content based texts at their instructional level. We also have Title III teachers in the school that support students in K-5 across all subject areas. We have reading teachers and coaches that support students by pulling them into small groups in ELA, Math, and during Extended Day. Cluster teachers also provide additional support in the content areas and help provide the ELLs with added support. ELLs are also invited to Title III programs to support learning. Level 1 Beginner ELL students are also provided with further targeted instruction using a Leveled Literacy Intervention Program.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

The current programs we have in place have been effective in supporting the ELLs and meeting their needs in both the content area, and language development. The students have been successfully advancing through the reading levels and moving toward meeting grade level standards through the use of the programs we have in place to provide targeted rigorous instruction. Teachers explicitly schedule and map out curriculum and instruction to ensure that all four modalities are targeted throughout the school day. Listening, Speaking, Reading and Writing standards are embedded throughout the curriculum and across all content areas. Students in grades K-5 are formally assessed four times a year in reading using the Teacher's College Reading Assessments. The student data is then entered into Teacher's College Assessment Pro, and the result are discussed after every assessment. The results show that the current program is helping ELLs to advance through reading levels. Students in grades K-8 are formally assessed in writing on a monthly basis using the Teacher's College Writing Continuum and Rubrics. These results show an improvement in writing skills. Students in grades K-5 are also formally assessed in reading and writing using pre and post assessments which are administered at the beginning and end of every unit of study. These assessments highlight student growth across a unit of study. Students in grades K-8 are formally assessed in Math using the Go Math assessments, which have shown an improvement in skill areas, for all populations of students. Students in grades K-8 are formally assessed in Science and Social Studies using unit based assessments, as well as performance tasks. These assessments display the students' content knowledge and overall language development. Student work, and assessment results are analyzed and discussed a weekly basis during professional development periods, teacher team meetings, inquiry team meetings, grade conferences, cabinet meetings, and common scheduled preps. Teachers of ELLs also have additional professional development meeting that they attend to discuss the needs of their students, and learn best practices for helping ELLs to meet the standards in all subject areas. Teachers of ELLs also attend Teacher's College Professional Development to help meet the needs of their students.

11. What new programs or improvements will be considered for the upcoming school year?

We will continue to implement our newly purchased Leveled Literacy Intervention Program, since it has proven to be successful in supporting our ELLs this current school year. We will continue to provide our ELLs with learning experiences that will connect to their personal, cultural, language, and world experiences. We plan to purchase more books to add to the classroom libraries, to help support the content and provide a culturally rich curriculum. Our teachers will take part in professional development and workshops that are aimed at the developmental process of language and content learning as well as designing small group activities that engage ELLs in multiple opportunities to apply the language of content. Technology has been purchased, such as document cameras, laptops, projectors, and SMARTboards, to help enrich the curriculum for the ELLs, and their monolingual counterparts, while supporting their audio, and visual learning styles.

12. What programs/services for ELLs will be discontinued and why?

We plan to continue the use of the programs we currently have in place for our ELLs.

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

P.S. 134 offers an Extended Day program and ESL students who qualify for these services are mandated to stay. Letters are sent home to all those who qualify. The letters are translated into every family's native language. New admits are also invited and added to the program on an ongoing basis. ELLs are also invited to a Title III morning program which focuses on targeted intervention in the areas of ELA and Math. Letters are sent home, in the native language of every ELL inviting them to attend the morning program. All students who participate are then given a follow up letter, in their native language describing all the program details. All ELLs who were invited to the program are participating. Additionally, if there is a demonstrated need ESL students will receive academic intervention services. Parents will receive information regarding these services, as well as updates to student progress. We have Level I ELLs take part in an AIS Literacy Intervention program aimed at increasing their vocabulary, literacy skills, and language acquisition. If the students are to participate in this program, letters are sent home, in the native language of every ELL informing the families of their participation, and progress in the program. All ELLs participate in all Technology, Science, Social Studies/Library, Gym, Music, and Art cluster programs. All ELLs attend school trips, participate and are involved in all school celebrations, such as concerts, dance festivals, and student celebrations. When any school event is taking place, letters are sent home to all families in the school, in their native language, informing, and inviting them to attend the upcoming event. Our holiday concerts reflect and celebrate the students' cultures. We use multicultural books that reflect the ethnic populations in our school. We also encourage students to share what they know about their culture with others.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

The materials for balanced literacy instruction include extensive leveled libraries. In addition, materials integrate content area such as social studies, science, and the arts. Selections of materials carefully consider the academic needs of the ELLs and their cultural backgrounds. Lessons are supported by visual aids and audio materials. SMARTboards and computers are used in the classrooms, Technology room, Library, and Science room, to enhance the development of vocabulary and concepts being taught. Computer software programs provide additional support to the ELLs. The ESL teachers use both the Department of Education's content area curriculum materials as well as supplemental materials that are on the level of the students which support content area learning. Materials include leveled books, paired books (fiction and nonfiction), ELL instruction books, and listening center materials. We also have Rigby books, Benchmark Education books, NYSESLAT test preparation books, phonics and grammar books, which are all used to meet the needs of all subgroups of students.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

Instructional support is provided mainly in English, however we have staff members available to translate into the students' native languages when needed. Students also buddy up with other students who speak both their native language and English, to support them socially.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels?

Our program and curriculum are designed to promote the language development of ELLs as they acquire academic proficiency in English. Support services are tailored to the individual students' needs in order to ensure that all of our ELLs meet the rigorous Common Core and ELL standards. We purchased leveled texts, high interest low readability texts and fiction/nonfiction paired books. We look at the content area standards to see the topics that need to be covered in each grade level. Materials are purchased at different readabilities. Students in grades K-2 are engaged in a variety of literacy centers. These centers also support their listening and speaking skills. Students are exposed to leveled materials as well as grade appropriate materials to offer them opportunities to advance through the curriculum.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

The ESL teacher meets with all parents of new admits who have been identified as in need of ESL instruction. She also determines if the parents are in need of translation and interpretation services. When parents visit the Main Office, the Parent Coordinator and the Pupil Accounting Secretary inform the school of any parent who may need further support communicating in English. If parents need translation in any language other than what the ESL teacher speaks, we have staff members translate in the language of the parent. We also translate all correspondence that is sent home into the language of the family. Students and their families are invited to visit our school, and the guidance counselor is available to speak with the families to make sure their transition is a seamless one. When ELLs enroll throughout the school year, the same process is followed as when a student enrolls at the beginning of the year. Students are supported by staff members and their peers. The Guidance Counselor meets with new incoming students to discuss the adjustment to a new school and help ease their transition. The Pupil Support teacher also meets

with incoming students. Teachers pair new incoming students with another classmate that speaks their language to make them feel more comfortable and assist them with communicating. All activities at the school are planned considering the family, cultural, and language background of students, to celebrate and include students in the school community and to educate staff about its diversity.

18. What language electives are offered to ELLs?

Not applicable

19. For schools with dual language programs:

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

Not applicable

C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

1. Through professional development offered at our school, teachers continually learn about language development, literacy and content instruction, effective ESL strategies, and New York State ESL Learning Standards. Teachers also attend off-site workshops and seminars related to ESL, at Teachers College, the Network, and the District. These workshops and seminars focus on the latest research, most effective practices for teaching ELLs, and how to differentiate instruction to align with students' prior knowledge, learning, and language needs. Paraprofessionals attend professional development in house, by the Network, and the district. The certified ESL teachers attend Teacher's College workshops which focus on best practices for teaching ELLs, such as adapting the reading and writing workshop to provide maximum support for our ELLs. Staff members attend Teachers College Calendar Days geared to ESL instruction throughout the course of the year. Administration attends these workshops as well. Staff members who attend these ELL specific workshops turnkey this information at Grade Conferences and Faculty Conferences. All staff members, including the Psychologist, Guidance Counselor, and Speech teacher attend these conferences. Teachers also meet weekly, by grade, to create monthly curriculum maps. Teacher teams meet weekly during Extended Day Thursday, to analyze the data, identify the needs of the ESL students, and discuss best practices. During this time, teachers work collaboratively to evaluate student work and data to ascertain the language and cognitive demands of tasks aligned to standards. The ESL teacher provides insight at these meetings. The ESL teacher also receives information on ways to incorporate technology (SMARTboard, BrainPop, etc.) and shares this information with all staff members. During school-wide professional development days, such as Brooklyn-Queens Day, we focused on the importance of Close Reading, and discussed how the practice of Close Reading will help support our ELLs. On Election Day the school focused on Student Accountability, exploring Learning Progressions, and developing tools to ensure that all students, of all language proficiency levels, meet the Common Core Standards. Teachers were also given a professional development day to focus on mapping the content area curriculum and differentiating for all subgroups of students. This school year teachers will attend 35 Professional Development Days at Teacher's College, and take part in 16 Professional Development days provided by the Teacher's College Staff Developer at our school.

2. Our teachers of ELLs attend workshops and seminars that focus on the latest research, most effective practices for teaching ELLs, and how to differentiate instruction to align with students' prior knowledge, learning, and language needs. Professional development provided by the school, Teachers College, the Network, and the District, help support the certified ESL teachers in the implementation of the Common Core Standards. Teachers learn best practice to ensure that our ELLs are able to meet the demands of the rigorous common core curriculum. Teachers map curriculum, collaborate to select the best instructional materials to meet the needs of the ELLs, and match the standards to their teaching points across all areas of study. They also engage in designing assessments that address the specific common core standards being addressed in each unit of study. Teachers also map curriculum across the school year, and across all content areas, to ensure that all common core standards are being addressed, and assessed over the course of the school year. When teachers are mapping curriculum they also incorporate UDL practices into their planning. The administration and the ESL teachers also attended professional development on the implementation of the new Common Core Aligned NYSESLAT exam. Our professional development targets the needs of our ESL teachers, and provides them with the support they need to ensure all students are successful. The teachers work to understand and interpret rubrics, student work, and discuss instructional strategies to meet the needs of our ELLs. We also schedule intervisitations for our teachers so they are able to observe best practices. This year we had the Network's ELL specialist visit our school. During his visit we took part in an instructional learning walk, where he observed our ESL teachers, and their classrooms. He then met with administration and the ESL teachers to provide us with effective feedback, the latest research, and best practices for ensuring that all ELLs meet the common core learning standards. Teachers of ELLs from our school will continue to attend professional development workshops with the Network ELL specialist.

3. The administration arranges for the Guidance Counselor to attend professional development at the both the Network and district level, in order to gather information she can turn key to all staff on helping ELLs as they transition from elementary to middle school. The Guidance Counselor works then works with the ESL teachers to support ELLs as they transition to middle school. The Guidance Counselor and the Pupil Support Teacher work with the parents in conjunction with the Parent Coordinator and other staff members to help parents with the middle school application process. The Guidance Counselor, Pupil Support Teacher, Parent Coordinator, along

with translators, hold a meeting titled, “Making the Middle School Choice,” in December. This meeting provides the parents with information they need to make the best choices for their children. The Guidance Counselor also makes regular phone calls and holds meeting with parents who need further support in making decisions about middle schools. This support team helps parents decide which schools suit them best. Translation services are provided.

4. We provide the hours of ELL training for all staff through our partnership with the Teachers College Reading and Writing Project. Teachers College professional development workshops, study groups, and on site training take place throughout the school year. The teachers of ELLs who attend specialty ELL workshop days, turn key the information they learn on helping ELLs, to the other staff members at Faculty Conferences, Grade Conferences, Professional Development periods, and common preps. We also provide development to the all staff during Grade Conferences, professional development days, Teachers College Workshops, and Teachers College Staff Developers. During these meeting times, strategies for teaching ELLs are shared, modeled, demonstrated, and practiced. The Teacher’s College Staff Developers are also providing 20 days of staff development at the school, in addition to the professional development the teachers attend outside of the school. The teachers also attend Network, and District ELL meetings when they are held.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for 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. P.S. 134 strives to include parents in all aspects of their children’s learning, including parents of ELLs. In the beginning of the year the parents are invited to Classroom Curriculum Conferences at which translation services are provided. Parents are also invited to observe teacher lessons, attend workshops in ELA, and Math, participate in Family Night activities and are invited to attend several parents meetings that are planned around their topics of interest. Parent Workshops are held ongoing throughout the school year, and translation services are offered at all workshops. Some of the Parent Workshop topics are as follows, “Making the Middle School Choice,” “ELL Parent Orientation,” “Pre-K Parent Orientation,” “Kindergarten Parent orientation,” “Help Your Child Adjust to Pre-K and Kindergarten,” “Safety Workshop,” “Brooklyn Public Library Visits,” “NYS ELA Exams,” “NYS Math Exams,” “Homework and Study Habits,” “Your Child’s Learning Style.” The workshops are designed based on parents’ feedback. Parents are also invited to school wide and individual classroom celebrations. Translation services are provided throughout all activities in various languages that are needed. Information prior to these events is also sent home in various languages. Teachers College also provides parents opportunities for parents to participate in parent workshops.
 2. We partner with Amerigroup which is a health based organization, which comes to speak with our families. We also partner with the Brooklyn Public Library they have representatives attend our Parent Workshops and assist families in signing up for a library card. They also share information with the families about all of the events, and support services that are offered at the library. We have translators available in all languages for the families at our school.
 3. We evaluate the needs of the parents through parent surveys, Town Hall meetings, informal conversations, SLT meetings, Parent Teacher Conferences, and feedback given to the Parent Coordinator.
 4. We address the needs of the parents based on feedback from the meetings that we conduct as well as from the observed needs of the students. The Parent Coordinator greets parents in the morning. She provides translation services at workshops, she researches and provides answers to questions that they parents have, and she works closely with the Parents’ Association to receive feedback from them. The workshops we provide are based on the requests of the parents. Workshops are also provided to keep parents abreast of the changes that affect themselves and their children such as the Common Core Standards. Translation services are offered at all meetings.

E. 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 response to question here:

Part VI: LAP Assurances

School Name: P.S. 134**School DBN: 22K134**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Debra Ramsaran	Principal		9/7/13
Regina Squadrito	Assistant Principal		9/7/13
Betty Lopez	Parent Coordinator		9/7/13
Naheed Chaudhry	ESL Teacher		9/7/13
Maria Mancini	Parent		9/7/13
Danielle Tesoriero/ESL	Teacher/Subject Area		9/7/13
Jennifer McMorro/Reading	Teacher/Subject Area		9/7/13
Danielle Valk/Reading	Coach		9/7/13
Jule Marino/Math	Coach		9/7/13
Diane Washington	Guidance Counselor		9/7/13
Neil Opromalla	Network Leader		9/7/13
Maryellen Walsh	Other <u>Reading teacher</u>		9/7/13
Lauren Rosen	Other <u>ESL</u>		9/7/13
Jasmine Yan	Other <u>Service Provider</u>		9/7/13
	Other		9/7/13

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 22K134 School Name: PS 134

Cluster: 4 Network: CFN 409

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

Part A: Needs Assessment Findings

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

PS 134's written translation and oral interpretation needs are determined using multiple criteria. Upon registration of all new admits, we have parents complete a Home Language Identification Survey. Parents are requested to check off the language/s that are spoken at home. This enables us to identify both the ELL services needed for students as well as the different languages in our school community. Based on parents' responses, we identified ten different languages throughout our school. The ESL teacher meets with all the parents of new admits who have been identified as in need of ESL instruction. She also determines if the parents are in need of translation and interpretation services. When parents visit the Main Office, the Parent Coordinator and the Pupil Accounting Secretary inform the school of any parent who may need further support communicating in English. Our Parent Coordinator meets and greets parents at morning arrival and afternoon dismissal, as well as at school events, and keeps us informed of their concerns and needs. At the September Faculty Conference, teachers are asked to identify any parent who has difficulty communicating in English during parent/teacher conferences and share this information with the school. This process is ongoing and the needs of the families of students new to the school are monitored throughout the year. Our ESL teacher and the Parent Coordinator are instrumental in identifying the translation and interpretation needs of the parents.

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

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

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

Major Findings

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

Part B: Strategies and Activities

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

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

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

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

Notification

Interpretation notification signs are posted on the Security Agent desks as well at the main office counter.

Written Memos / Letters

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

Important Documents

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

Written Curriculum Materials

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

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

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

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

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

Oral Interpretation – Main Office

- The Parent Coordinator is available at all times to translate for Spanish speaking parents when they visit or call the main office.
- Additional staff members are able to translate in other needed languages. A list is maintained in the main office and these staff members are contacted to provide oral translations when needed.
- Oral translations are provided for in-person visits and for phone contacts
- Oral translations are provided for registration in September

Parent / Teacher Conferences

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

Parent Workshops / Meetings

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

Videos for Workshops

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

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

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

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: P.S. 134	DBN: 22K134
This school is (check one):	<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> 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): <input checked="" type="checkbox"/> Before school <input type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 50 Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
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: The Beginner and Intermediate students in Grades 1-5 will be part of a before school program to receive supplemental instruction in literacy and math. These students were chosen to help accelerate their acquisition of the English language and their mathematical understanding in English. The instructional component of the lesson will take place on Tuesday through Thursday and run from November to February. The students will be instructed in English. The two teachers that will provide the literacy component of the program will be ESL certified and the two teachers for the Math component will have a concentration of courses in Mathematics. The materials to be used in the program will consist of Shared Reading big books, guided reading books, independent leveled texts, NYSESLAT books and Everyday Math materials.

Part C: Professional Development

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

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

Begin description here: The Title III teachers will attend Professional Development sessions through Teachers College that is geared to the grade band that they will service. These professional development sessions will help the teachers in learning strategies to help the beginner and intermediate ESL in the acquisition of English language. The teachers to receive training will be the teachers who deliver the literacy component of the lesson. The courses will take place in December and January for the 2012 - 2013 school year. The topics to be covered are maximizing independence in the writing workshop, Common Core Standards for ELLs, vocabulary building and language acquisition. The teachers will receive similar professional development in the 2013 -2014 school year.

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
- how parents will be notified of these activities

Part D: Parental Engagement Activities

Begin description here: The parents of the students will engage in activities that will help them understand the work that the students are engaged in at school and how they can support their children at home. The meetings will be 45 minute sessions that run from November through February. The parents will become familiar with the materials used at school, how they can use the materials sent home, resources to help with the acquisition of English and how to monitor the progress of the students. The staff developers at P.S. 134 will provide the workshops with translation support. The parents will be notified through letters sent home with the students. We will conduct similar workshops for both the 2012 -2013 and 2013 -2014 school year.

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 listed. 		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		

