



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: THE LANGSTON HUGHES SCHOOL P.S. 134

DBN (i.e. 01M001): 29Q134

Principal: ROBERT A. CHAMBERS

Principal Email: RCHAMBE@SCHOOLS.NYC.GOV

Superintendent: LENNON MURRAY

Network Leader: DR. JOYNER-WELLS

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
Robert A. Chambers	*Principal or Designee	
Stefan Stokes	*UFT Chapter Leader or Designee	
Cedric Hampton	*PA/PTA President or Designated Co-President	
William Berry	DC 37 Representative, if applicable	
N/A	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
N/A	CBO Representative, if applicable	
Tosha Wellington	Member/ Teacher	
Sandra Johnson	Member/ CSA/ Asst. Principal	
Everline Hall	Member/ Parent/ PTA	
Lisa Wyatt	Member/ Parent	
Krystal Henry	Member/ Parent	
Peggy Beane	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	
X	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
X	▪ 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)
X	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, 80% of teachers will experience growth in their teaching practice by at least one proficiency level in component 2b- Establishing a Culture for Learning from the 2013-14 Danielson teacher effectiveness rubric. This goal will be evidenced by tracking individual measures of teacher practice on the MOTP tracking tool.

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.

In reflection of our 2012-13 student data on the NYS assessment, our average scores were 2.29 and 2.17 in ELA and Math respectively. We have identified gaps in the areas of: high expectations, rigor, and effort therefore increased proficiency in domain 2b of the teacher practice rubric

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. Administration provides teachers with training and relevant resources about the Danielson rubric as it applies to the NYC MOTP ratings
2. Teachers receive 1:1 discussion and feedback from administration throughout every aspect of the observation process.
3. Teachers reflect on their observed practice to identify gaps and set goals for improvement.
4. Teachers will have ongoing professional development in and out of the building relating to the latest information and resources.
5. At the end of the year teachers will have an individual total rating conference to discuss their progress.

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

1. Principal, AP, Pedagogues
2. CFN 2.05 Network Support staff
3. Literacy Liaisons, Math Coach
4. Teachers attended professional development provided outside the building form an external resource support for teacher
5. Principal, Staff, pedagogues and support staff

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

1. Completion of Initial planning conference to determine teacher preference of observation options.
2. Reflect on JESA meetings with talent coach to determine additional teacher practice areas of need.
3. Utilization of the resources available on the *Advance* intranet
4. Identify evidence of progress through teacher feedback.
5. 100% of teachers will have summative conferences.

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

1. Observations will begin October 2013
2. Administration will review teacher practice as evidence by feedback on a monthly basis
3. At minimum, twice a month
4. July 2013 – June 2014
5. Mid April 2014- May 2014

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

1. The professional development calendar will
2. Teachers are scheduled periodically for one to one sessions
3. Written and verbal feedback systems.
4. Teachers receive coverage to attend external PD opportunities

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).

School data letter was sent home to express our concerns in reference to student data results.

Parent pledge for our character counts initiative.
 Communication to families about what is done and can be done to promote College & Career readiness
 There are 8 total workshops scheduled throughout the year (4 ELA, 4 Math)
 Utilization of the automated One call Now system to share relevant information and provide reminders to parents.

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	X	Set Aside	Grants
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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.

Improve student proficiency levels in Mathematics evidenced by an increase of one proficiency level on the 2014 NYS 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.

In reflection of our 2012-13 student data on the NYS assessment, our average scores were 2.29 and 2.17 in ELA and Math respectively. We have identified gaps in math fluency specifically in the areas of multiplication, algebraic thinking and fractions.

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. Disaggregate student data from the NYS assessment identified the sub proficient performers.
2. Implementation of newly ccls aligned curriculum-Go Math in all grades.
3. Mandatory small group instruction twice a week for support and reinforcement of broad concepts.
4. Utilization of questioning and discussion techniques to promote higher order thinking in students.
5. Establish a school wide focus of rigor and setting high expectations for student outcomes.

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

1. Administration and Data specialist, cfn network support staff.
2. Administration and staff in collaboration.
3. Extended day- teacher teams of three pedagogues splits each class into thirds to facilitate small group instruction in math.
4. Pedagogues as observed by administration.
5. Administration and pedagogues

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

1. Student grouping within each class.
2. Fall/Spring Baseline assessments targets.
3. Teacher generated formative assignments- quiz, homework, lesson summary activity.
4. During the observation process, teacher ability to execute questioning and discussion efficiently will be developed.
5. As a collaborative learning group, a unified definition of rigor was established.

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

1. September- April, will reevaluate after data is released for the 2014 school year.
2. Daily, September to June

3. Twice a week for every week- September to June
4. Daily, September to June
5. Established June 2013, will impact instruction daily.

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

1. CIE 2013-14, School instructional focus 2013-14
2. Most classrooms have a smart board and laptop to facilitate active engagement.
3. Professional development about Math instruction is addressed at the school level as well by ongoing Go Math PD offered outside of the building.
4. Using the Danielson effectiveness rubric, pedagogues will evaluate their progress during feedback sessions with administration.
5. Document: Rigor defined at PS 134, professional development regarding the “productive struggle’ in the classroom.

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).

School data letter was sent home to express our concerns in reference to student data results.
 Parent pledge for our character counts initiative.
 Communication to families about what is done and can be done to promote College & Career readiness
 There are 8 total workshops scheduled throughout the year (4 ELA, 4 Math)
 Utilization of the automated One call Now system to share relevant information and provide reminders to parents.

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

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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.

Develop and maintain academically rigorous instruction for Students With Disabilities.

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.

Students with disabilities and/or who receive academic support or language acquisition services performed below the citywide average and that of their peers.

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. Additional curriculum resources have been purchased for this sub group.(Envision Math, Reading Eggs, Starrmatica)
2. Fluency Fridays in mathematics to develop speed & accuracy in basic numeration skills/concepts.
3. Increased number of progress reports sent home to families.
4. Instructional practices are aligned with their general education counterparts.
5. The mathematical process is emphasized in the classroom to deepen understanding of concepts taught.

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

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1. Administration, Reading teacher and Math coach collaborate to ensure teachers have adequate material.
2. Administration and technology teacher and staff generated grade level math worksheets from ixls, math worksheets.com, super teacher worksheets.
3. All staff coordinate to send home bi-monthly progress reports to families.
4. Special education and ELL teachers attend grade level and professional development together with gen ed. All protocols and expectations are uniformed.
5. All pedagogues reinforce that the answer is not as important as the process. We promote reliance on “steps to” solving and performing operations.

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

1. Feedback from staff and parents in reference to the resources offered in the curriculum
2. Student data is collected and evaluated each week.
3. Student Progress reports are sent home every other month.
4. There is coherence amongst all classrooms because teachers of SWD meet each week with general education staff to share strategies and reflect on how students are achieving the standards.
5. During classroom observations we look for evidence that the mathematical process is taught and emphasized. This in turn is also displayed in student work products.

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

1. Beginning in October- weekly grade meetings, monthly PTA meetings, and open forums.
2. Every Friday beginning in December
3. Bimonthly beginning in October
4. Faculty conference, weekly grade level meetings
5. Beginning in October teachers are observed at least twice a month.

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

1. After a collaborative review and in house demonstrations we selected Go math, Traits Writing, & Reading Wonders
2. During a discussion about our math proficiency and the instructional shifts, the staff developed “Fluency Fridays” to further support our efforts in implementing the shifts in our instruction.
3. A more basic progress report with information about next steps was developed by the instructional team in June 2013
4. There is no difference in the expectations for each classroom.
5. Implementing “steps to solve” enables students to place more emphasis on the process.

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).

School data letter was sent home to express our concerns in reference to student data results.
 Parent pledge for our character counts initiative.
 Communication to families about what is done and can be done to promote College & Career readiness
 There are 8 total workshops scheduled throughout the year (4 ELA, 4 Math)
 Utilization of the automated One call Now system to share relevant information and provide reminders to parents.

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		Title IIA	X	Title III	X	Set Aside		Grants
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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.

Improve student proficiency levels in ELA as evidenced by the 2014 NYS 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.

In reflection of our 2012-13 student data on the NYS assessment, our average scores were 2.29 and 2.17 in ELA and Math respectively. We have identified gaps in reading stamina and comprehension.

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. Disaggregate student data from the NYS assessment identified the sub proficient performers.
2. Implementation of newly ccls aligned curriculum- in all grades.
3. Mandatory small group instruction twice a week for support and reinforcement of broad concepts.
4. Utilization of questioning and discussion techniques to promote higher order thinking in students.
5. Establish a school wide focus of rigor and setting high expectations for student outcomes.

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

1. Administration and Data specialist, cfn network support staff.
2. Administration and staff in collaboration.
3. Extended day- teacher teams of three pedagogues splits each class into thirds to facilitate small group instruction in math.
4. Pedagogues as observed by administration.
5. Administration and pedagogues

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

1. Student grouping within each class.
2. Fall/Spring Baseline assessments targets.
3. Teacher generated formative assignments- quiz, homework, lesson summary activity.
4. During the observation process, teacher ability to execute questioning and discussion efficiently will be developed.
5. As a collaborative learning group, a unified definition of rigor was established.

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

1. September- April, will reevaluate after data is released for the 2014 school year.
2. Daily, September to June
3. Twice a week for every week- September to June
4. Daily, September to June
5. We established our June 2013 staff development day as the beginning of the improvement for this year.

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

1. CIE 2013-14, School instructional focus 2013-14
2. Most classrooms have a smart board and laptop to facilitate active engagement.
3. Professional development about ELA instruction is addressed at the school level as well by ongoing through our two newly appointed literacy liaisons offered outside of the building.
4. Using the Danielson effectiveness rubric, pedagogues will evaluate their progress during feedback sessions with administration.
5. Document: Rigor defined at PS 134, professional development regarding the "productive struggle" in the classroom.

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).

School data letter was sent home to express our concerns in reference to student data results.

Parent pledge for our character counts initiative.

Communication to families about what is done and can be done to promote College & Career readiness

There are 8 total workshops scheduled throughout the year (4 ELA, 4 Math)

Utilization of the automated One call Now system to share relevant information and provide reminders to parents.

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	X	Title IA		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 #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.
A. Strategies/activities that encompass the needs of identified subgroups
1.
B. Key personnel and other resources used to implement each strategy/activity
1.
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1.
D. Timeline for implementation and completion including start and end dates
1.
E. 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		Grants
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	Reading with a purpose; utilizing READY NY we have ELA Tuesdays	Small group 1:10	School day (grades K-2) Extended day (after school)
Mathematics	Reinforcement of Math 's basic operations utilizing READ NY materials We have Math Wednesdays.	Small group 1:10	School day (grades K-2) Extended day (after school)
Science	Standards Review grade 4	Small Group 5:1	During the school day
Social Studies	Evidence in argument review	Small group 5:1	During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Counseling, crisis management, family intervention,	1;1 or small group	During School Day

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

- All elements of the *All Title I Schools* section must be completed*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TA 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.
Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB
Strategies and activities used to attract highly qualified teachers to our school include: <ul style="list-style-type: none"> • Frequent communication with our Network Human Resources Director when vacancies occur. • The Network Human Resources Director partners with Central for assistance and guidance and for candidate referrals. The Central Office of Talent and Recruitment partners with colleges to locate highly qualified candidates. • The school participates in Central Hiring Fairs where pre-screened HQT candidates are interviewed and recruited. • The school established a partnership with Queens College, Touro College, and Columbia University to support the grooming of student teachers in the search of HQT candidates. • The school engages in interviews with HQT candidates from The Open Market Hiring System and The Absent Teacher Reserve (ATR) Pool. • The school establishes a rigorous interview protocol that includes intensive criteria for the selection of new staff members including demonstration lessons, interviews, and a review of New York State certification/licensing. • The school maintains a professional library to promote promising and effective practices. • The school provides teachers with curriculum maps, instructional resources and professional learning opportunities designed to ensure high quality instruction.

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).
At PS 134 everyone is a learner, therefore pedagogues, administration, support staff, and community involvement staff , all attend professional development. All of the aforementioned attend PD provided by the network, DOE central, as well outside entities that come into the school building. PD offerings support growth in the areas of: Math, ELA, Behavior management, community outreach, The Danielson Framework, Science instruction. All who attend assume the responsibility to turnkey to all relevant staff.

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 <i>the intent and purpose</i> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
As a Title I Schoolwide Program (SWP) school, we qualify for Conceptual Consolidation. We use funding flexibility available to us under Conceptual Consolidation to integrate services and programs with the aim of supplementing the entire educational program. In addition to coordinating services, we maximize fiscal resources by combining federal, state and local funds such as Tax Levy, Title I, Title III, NYSTL, STH and other available resources to implement activities and strategies to reach school wide goals for improvement.

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 assistant principal, PreK teachers, Parent coordinator, and PreK Family worker collaborate to inform parents and provide a clear path for families and students to the next level. During the school year parents are involved in workshops and trips as a means to establish the necessary bond between children, families and school.

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.

This year's decision making process included assembling a team to determine the Measures of Student Learning for our school. The MOSL team attended central and network professional development sessions to learn about MOSL and the New ADVANCE teacher evaluation system. The MOSL team met several times to review all possible options. The principal's decision, on the selection of the MOSL assessment measures, was informed by recommendations made by the MOSL team. In addition to MOSL, our school employs a variety of assessment measures such as curriculum based pre and post unit assessments, predictive assessments, classroom assessments, and online assessments. Teacher Teams look at student work and track student performance trends to identify gaps in order to provide scaffolds and extensions to drive student learning.

TA Schools Only

Use of Program Resources

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

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).

**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

How PS 134 Will Implement Required Parental Involvement Policy Components

1. PS 134 will take the following actions to involve parents in the joint development of its school parental involvement plan Parents will attend monthly PTA meetings, monthly executive board meetings, emergency meetings, social events: Monthly writing Celebrations, Cultural Festival, and School Leadership Super Saturday Events.

2. PS 134 will take the following actions to involve parents in the process of school review and improvement by encouraging parent participation on the School Leadership Team, doing school walkthroughs, and reviewing data on the school.

3. PS 134 will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance by maintaining a list of translators available for parent meetings, translating home school documents, and surveying parents as to their best availability time for parent workshops, meetings, and student performances.

4. PS 134 will take the following actions to involve parents in an annual evaluation of the content and effectiveness of this parental involvement

policy to improve school quality. The SLT will review yearly environment survey data, public school data, and reflect on the parent involvement activities that took place during the school year with close attention to parent participation. The evaluation will include identifying barriers to greater participation by 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.

5. 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.

6. PS 134 will build the school's and parent's capacity for strong parental involvement in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement through the following activities

specifically described below:

a. 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 this paragraph –

PS 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 school quality. The evaluation will include identifying barriers to greater participation by 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 with the involvement of parents its parental involvement policies.

7. PS 134 will build the school's and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement through the following activities

specifically described below: parent forums for grade specific standards, back to school night, workshops targeting specific grades with activities that can be done at home to support work done in schools.

a. 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 this paragraph –

i. the State's academic content standards

ii. the State's student academic achievement standards

iii. the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their

child's progress, and how to work with educators such as workshops, conferences, classes, both in-State and out-of-State, including any equipment or other materials that may be necessary to ensure success.

b. 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

c. The school will with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach

out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement

and coordinate parent programs and build ties between parents and schools by: utilizing phone master for parent notification of events, mass mailings for special events, book bag letters for special events, and conduct home visits when necessary to encourage parent involvement

activities/workshops/ performances at the school.

d. The school will to the extent feasible and appropriate coordinate and integrate parental involvement programs and activities that encourage and support parents in fully participating in the education of their children.

e. 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 the parents of 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.

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;

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

III. Student Responsibilities:

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

P.S. 134's Parent Pledge

Parent/Guardian Responsibilities:

I _____ hereby state that I will support my child's education as an active parent member at PS 134Q by:

- ✓ Monitoring my child's attendance and ensuring that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent.
- ✓ Ensuring that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age.
- ✓ Checking and assisting my child in completing homework tasks, and have discussions about what was taught in class. I will also provide a quiet time and place for homework.
- ✓ Making it the utmost priority to read to my child and/or discuss what my child is reading on their own- each day (for a *minimum* of 20 minutes).
- ✓ Setting limits to the amount of time my child watches television, plays video games, or spends time on the internet.
- ✓ Promoting positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time.
- ✓ Encouraging my child to be respectful; follow school rules & regulations and discuss this document with my child.
- ✓ Volunteering in my child's school or assist from my home as time permits.

- ✓ Participating, in the decisions relating to my child's education.
- ✓ Communicating with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district.
- ✓ Promptly responding to surveys, feedback forms and notices when requested.
- ✓ Taking an active part in the school's Parent-Teacher Association; or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams.
- ✓ Accepting the responsibility to make academic achievement my child's main focus.

P.S. 134's Parent Pledge



**MY PARENT HAS PLEDGED
TO TAKE MY EDUCATION SERIOUSLY!!!!**

Student _____

Class _____ Teacher _____

Date _____

Parent/Guardian Name _____

Signed X _____ Date: / /

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

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

IV. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

V. Parent/Guardian Responsibilities:

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

VI. Student Responsibilities:

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

**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 29	Borough Queens	School Number 134
School Name type here		

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 Mr. Robert Chambers	Assistant Principal Ms. S. Johnson
Coach type here	Coach type here
ESL Teacher C. Lerebours	Guidance Counselor K. Dey-Foy
Teacher/Subject Area K. Ragusa/ Reading	Parent type here
Teacher/Subject Area C. Nassiri	Parent Coordinator D. Gulabchand
Related Service Provider K. Andreski	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	1	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	1
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	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	Total number of ELLs	51	ELLs as share of total student population (%)	%
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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														
Pull-out	2	2	2	2	2	2								12
SELECT ONE														0
Total	2	2	2	2	2	2	0	0	0	0	0	0	0	12

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	51	Newcomers (ELLs receiving service 0-3 years)	32	ELL Students with Disabilities	14
SIFE	1	ELLs receiving service 4-6 years	19	Long-Term (completed 6+ years)	

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or 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
Dual Language										0
ESL	37	1	9	14	0	6				51
Total	37	1	9	14	0	6	0	0	0	51

Number of ELLs who have an alternate placement paraprofessional:

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	3	1	3	1	2	3								13
Chinese														0
Russian														0
Bengali														0
Urdu		1			1	1								3
Arabic						2								2
Haitian	3	2	4	3	6	8								26
French			1											1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	2		1		2	1								6
TOTAL	8	4	9	4	11	15	0	0	0	0	0	0	0	51

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)	4	1	5	0	1	4								15

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)	2	1	2	1	6	4								16
Advanced (A)	2	2	1	3	4	8								20
Total	8	4	8	4	11	16	0	0	0	0	0	0	0	51

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	8	1			9
4	10	3		1	14
5	6	2			8
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	8		1						9
4	10	2	5						17
5	6		2						8
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	1								1
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.

In the early grades literacy is assessed Fountas and Pinnell and the upper grades are administered the NYC assessment. This includes running records, on demand writing, sight words, spelling, phonics/phonemic awareness and letter recognition. Many ELL students in grades K-2 are able to decode and identify sight words and high frequency words. However, others struggle with sight word recognition, decoding words, beginning, ending and medial sounds, and letter sound association. Most students also have difficulty understanding stories that they can fluently read. Therefore, extra support and programs are put in place to help students obtain the skills needed to develop their writing skills. ELLs receive daily lessons to improve their organization, vocabulary and writing mechanics. The Extended Day Program, which meets twice a week for 50 minutes and the Title III Program which meets twice a week for 2 hours per day, provide differentiated and small group instruction. Students receive instruction in grammar, syntax, vocabulary development, phonemic awareness, decoding skills and the writing process.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
Looking at the data from the NYSESLAT and the results of the ELL Periodic Assessment, patterns across proficiency levels and grades show that ELL students acquire the listening and speaking skills more rapidly than the reading and writing skills. The writing skills are the most difficult to attain.
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](#))

Paste response to question here:

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?

English Language Learners who take the New York State test in their native language do not fair as well as the ELL students who take the NYS tests in English. At our school, only students who have been in the New York City school system 2 years or less take the test in their native language since all our ELLs are placed in monolingual classes. All subject areas are taught in English. After a year or so, students are more comfortable taking content area tests in the second language (English). The data from all assessments is reviewed with the administrative staff and all teachers involved. The plan for instruction, instructional materials purchased and the specific instruction received by the (ELL) student during the ESL program is based on this information. The scores on the NYS ELA, the NYSESLAT and the assessments are all used to evaluate the success of the programs for ELLs and the progress they are making. We are constantly looking at the data and making modifications to our instructional program.

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](#).)

Data from all the assessments that a child has been administered during the school year along with student's portfolio are reviewed with the administration and the teachers involved. Based on the finding, supports and a set of intervention are put in place. That includes working an extra period with the ESL teacher, support from the reading and/or math teacher, AIS, SETSS and counseling. As the student improves, the extra supports are removed. If on the contrary, the student is not showing significant improvement, the team reconvene and decision is made as to whether to refer the student for special education services or to increase the supports that the child is receiving.

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

Paste response to question here:

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?

Paste response to questions here:

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

Paste response to question here:

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](#).)
All students who are new to the NYC school system are asked to complete a Home Language Identification Survey. Staff members who speak the same language as the incoming family are available to assist parents/guardians when completing the HLIS.
When a parent indicates that a language other than English is spoken in the home, the student is administered the LAB-R (the NYSISTEL starting in February 2014) to assess his/her English proficiency level. The score determines whether a student needs ESL services. Students who are entitled to receive ESL are placed in monolingual classes and receive the appropriate units of ESL per day. This is determined by their LAB-R (NYSISTEL starting in February 2014) score. When a student scores at the beginning or intermediate level he/she receives 360 minutes of ESL instruction per week. Students who score at the advanced level receive 180 minutes of ESL and 180 minutes of ELA instruction as per CR Part 154. The program that would allow students to receive instruction in their native language and support as they developed their listening, speaking, reading and writing skills in English (Transitional Bilingual Education-TBE Program) is not offered at PS 134Q because there are not enough students (at least 15) who speak the same language in the same grade to have the program at our school. However, if a student only speaks his/her native language, a staff member is available for translation. Even without a TBE program, parents overwhelmingly choose to keep their child(ren) in the ESL program at PS 134.
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.
The ESL teacher and the parent coordinator make every effort through telephone calls and verbal communication to ensure that parents attend the parent orientation meeting. At the orientation meeting, parents can watch the Parent Orientation Video in their home language and they are provided with a translator to ensure that they fully understand and can communicate their ideas.
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 [\[see tool kit\]](#).)
Parent Survey and Program Selection forms are completed at the orientation meeting. Every effort is made to reach out to every parent of newly enrolled ELL. If a student is identified as needing ESL services, he/she is placed in a monolingual class and receives the mandated units of ESL as per CR Part 154. The Home Language Identification Survey forms along with the Parent Survey and Program choice forms are safely secured in the school building.
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.
Students are placed in age appropriate grades. They are also tested in reading and math in their native language. This process enables us to offer early intervention to students who come to us with academic delays. We also work with the parent in an effort to provide the child with the best chance of succeeding in the academic world.
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 schedule is included in our April and May calendar every year. Notices and reminders are sent to parents and guardians and we allocate enough time for make-ups. More than one teacher administers the NYSESLAT. Every ELL student at

our school takes all four parts of the test every year.

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.  After attending the parent orientation meeting, 100% of our parents have chosen to have their children placed in the ESL program at PS 134Q. Their choice is based on many factors: 1) they want their child to be immersed in English and learn it as quickly as possible; 2) the school does not offer a Transitional Bilingual Education (TBE) program or a dual language program and does not have the number of students speaking a specific language to do so; 3) they want to keep their child in the zoned school.

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])?

The ESL program implemented at PS 134 is a freestanding program that provides instruction in English, emphasizing English language acquisition. Using a pull-out model, ELLs spend the majority of their day in their classroom and receive content area and literacy instruction in English. English language learners come together for instruction during the ESL program to receive instruction that focuses on using strategies and activities that will foster a command of the English language. Children are grouped according to their reading levels and/or their language proficiency levels.

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)?

Children are grouped according to their reading levels and/or their language proficiency levels. Students are identified as

advanced, intermediate or beginner as determined by the results of the New York State English as a Second Language Test (NYSESLAT). Beginner and intermediate students receive 360 minutes of instruction per week. Advanced students receive 180 minutes per week. Within a seven period day/47 minutes per period, the ESL teacher is able to work with small groups of students in grades 3-5 on language acquisition. ESL methodologies are used by the reading specialist who works with students in grades K-2. Each one of these teachers work with small groups (8-13 students).

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.

Different methods and strategies are used to help make content comprehensible and to foster language development. TPR (Total physical Response) is used more often with the newcomers to enable them to participate more easily in group activities.

Collaborative learning provides students opportunities to work cooperatively in heterogeneous groups to solve problems and work on group projects. It helps students develop interpersonal skills and gain practice in the use of both the academic and the social language.

The Cognitive Academic Language Learning Approach (CALLA) is used in response to the more rigorous Common Core Learning Standards. Newcomers as well as students who have been in the program for more than three years are exposed to more content-rich lessons where Tier 2 vocabulary words are the norm and higher level cognitive skills such as analyzing, inferring, synthesizing and hypothesizing are taught in addition to memorization of facts.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

Paste response to question here:

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

The ELL Periodic Assessment which includes a listening section, a reading section and a writing section is administered three times a year and the data is used to help us improve our program and offer additional support where it is needed.

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).

Students who have been in ESL for more than three years and those who are having difficulties making academic progress, receive individualized instruction with the Special Education Teacher for Support Services (SETSS). The SETSS teacher may work with small groups or individuals. The SETSS teacher uses content area materials to teach specific reading strategies and to build background knowledge for English language learners. The reading teacher and the SETSS teacher provide skills based instruction. The pull out program for these students is designed so they are able to travel with their class to receive instruction in the content areas by pedagogues who are experienced in the specific subjects, i.e. science, mathematics, library/social studies. When grouping the students, academic performance and the results of the NYSESLAT are taken into consideration. The instructor and the instructional materials used during these lessons provide students with opportunities to see lessons modeled, to discuss and compare cultural similarities/differences, to use hands on activities to apply strategies learned to new situations.

Students with less than three years in the school system are encouraged to attend the Title III summer program to maintain and improve their performance level. Participation in this program is dependent on funding and availability. During the regular school day, ELLs with IEPs are placed in self contained special education classes or in a ICT class, provided with a bilingual educational assistant if required by IEP, and receive services mandated by their IEP, including mainstream pull-out ESL

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?

Paste response to question here:

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?

Paste response to question here:

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

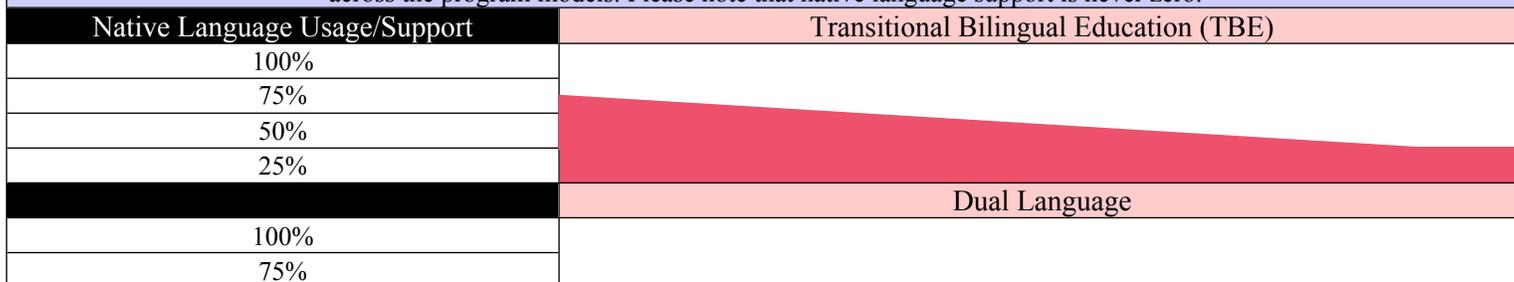
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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



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

Working with students individually or in small groups, using a variety of hands-on materials make it possible to address the different learning modalities of the students. This is of particular importance for students with Individual Educational Program. Students who are having difficulties are given extra support and instruction using the RtI approach. (see #5)

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 pull out program is designed to enable students who are struggling with the demands of learning a new language to work in small groups with peers who have similar backgrounds . They feel less inhibited and intimidated therefore making the process of learning a new language less overwhelming. The ESL teacher works with the students to develop the language and social/cultural skills while helping with the acquisition of the academic language needed to succeed in school.

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

Paste response to question here:

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

Paste response to question here:

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

English Language Learners have access to every program and services available to other students. They attend the Saturday Test Prep program offered in the spring and any other academic or athletic program or activity held in our school.

ELLs in regular education and special education are invited to attend the Title III after school program which provides small group and differentiated instruction through content areas of English Language Arts, mathematics, science and social studies, using ESL methodology, which helps students acquire English language proficiencies in all subjects. This program targets the students who are in the testing grades. Students who have recently tested out of ESL are also invited to participate in the afterschool Title III program where they are given the continued academic support they need.

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

To help students meet the new Common Core Learning Standards in English Language Arts, many materials, methods and strategies are used. Some of them include: Reader's and Writer's Workshop, Reading Rods, Foundations for students in grades K-2, The Wright Skills Phonics, Hot Topics/High Interest Reading for students in grades 3-5, Reading Eggs, Capstone Pebble Go. To differentiate instruction the students have access to listening centers and computer programs such as Brainpop ESL and Starfall

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

Paste response to question here:

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

Paste response to question here:

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.

Paste response to question here:

18. What language electives are offered to ELLs?

None

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)?

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.

Teachers are selected to attend professional development targeting the ELL population. The teachers turn-key the information at the school level through grade meetings or by making presentations during faculty conferences. All staff, i.e. general education teachers, special education teachers and educational assistants benefit from the workshops and are encouraged to implement strategies when working with ELL students. Professional materials are made available for staff members to borrow. The ESL teacher and the classroom teachers work together to monitor the progress of ELL's. Ongoing articulation enables the ESL teacher to share learning strategies that are particular to the ELL population. Use of the students' data from informal and formal assessments allow all teachers involved with working with ELL students to plan instruction to meet individual needs.

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

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?

The parent coordinator in conjunction with the school administration, the faculty and the PTA schedule workshops for parents throughout the school year. The topics decided are based on the needs of the school and/or the request of parents. Parents of ELLs are strongly encouraged to attend. Workshops are designed to address the cultural and linguistic needs of the new immigrant parent. Translators are always available. Once a month, parents are invited to attend workshops design to help them understand the new Common Core Learning Standards in ELA, math, and science. During these workshops, parents are taught how to help their children with homework and how to prepare them for formal and informal assessments. They are encouraged to bring their child(ren) and are shown ways to use everyday tasks and activities to foster language, and develop mathematical and reading skills. A computer workshop is also held once a month. Parents learn how to use technology to access school data as well as data about their child. They also learn how to use ARIS to create practice work for their child to do at home. The best educational websites to use are shared with parents. Through technology families are able to explore different genres and cultures.

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: _____

School DBN: _____

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 29Q134 School Name: The Langston Hughes

Cluster: 2 Network: 2.05

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

Part A: Needs Assessment Findings

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

Parents are polled during registration and enrollment, and surveys are sent home early in the year. Primary home languages are determined within the first thirty days of the academic year. Based on the feedback from home language surveys and meetings with parents/guardians at registration, the families primary language is determined. Using this feedback, communication to parents and guardians is accomplished through a staff member who translates for the family. Written correspondence is composed and delivered in the parent's native language when necessary. Many of the documents and information developed for parent communication can be attained from the DOE website in languages that are spoken and read by the families in our school. The NYCDOE translation services is also utilized when needed.

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

Approximately 12% of our school community has a primary language other than English. Formal home language surveys are distributed to parents upon their child's entry into the school. Parents/Guardians are able to access this information through the DOE website. Parent orientation meetings and workshops are given to help parents/guardians navigate the website and understand school data. A report is sent to the child's home with the determination of services.

Part B: Strategies and Activities

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

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

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

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

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

Within the first 30 days of the school year the primary language of our parents/guardians is established. All documentation pertaining to the families primary language (if it is other than English) is shared with the classroom teachers. Parents are offered assistance with registration and completing the school's emergency contact information. Parents are asked the language spoken of the persons identified on the emergency blue cards in the event a translator is needed to make emergency contact. This information is maintained by the teacher and in the main office. Parents/ Guardians are entitled to and receive oral interpretation services in their primary language. In school, translation and interpretation services are provided any time the school has to communicate with a parent/guardian, i.e., person to person formal and informal meetings concerning the following: academics, medical information, health, and/or safety. Language assistance services are also given for telephone conversations. Services are provided by the Translation and Interpretation Unit, parent volunteers, and school staff. If a parent or guardian is

more comfortable relying on an adult friend or relative that is acceptable. However, all critical documents will be transcribed in the parent's primary language.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: PS 134	DBN: 29Q134
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 type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 38
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input 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: 2
of certified ESL/Bilingual teachers: 1
of content area teachers: 1

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 Title III program at PS 134Q has been designed to further develop language acquisition for non-English speaking students who are new to the United States, students who speak English as a second language as well as students with interrupted formal education. Participating students from grades 3, 4, and 5 attend the program two days a week 3:13P.M.-5:15P.M., for approximately 20 sessions beginning January 15, 2013. One student who tested out of NYSESLAT (last year), whose data shows is struggling to meet grade level standards is included in the Title III program. Except for the student who tested out, participating students in the Title III program are children who are serviced through our English as a Second Language (ESL) program during the regular school day. The distribution of applications went to approximately forty students (seventeen who have an Individual Education Plan-IEP).

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

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

Assessment data indicates for grade 4 students, approximately 33% of English Language Learners did not meet state learning standards and 42% partially met state learning standards (level 2) in English Language Arts (ELA) and approximately 67% performed at levels one or two on the state mathematics test. In grade 5, 29% of ELLs performed at level one and 71% at level 2 on the state ELA and 38% below state standards in math with 62% achieving level 2. Using the data from the New York State assessments, the New York State English as a Second Language Test (NYSESLAT), and the child's academic history, students are grouped according to their ability levels (low, intermediate or advanced), rather than by grade. Grouping the students in this way will allow teachers to help students further develop their use of English, prepare them the NYSESLAT by providing practice with the types of questions they will encounter on each unit of the test (speaking, listening, reading, writing) and help

Part B: Direct Instruction Supplemental Program Information

them become familiar with the language of the state assessments. Teachers are able to work one to one or with small groups and focus on the areas of deficiency. Groups are designed to be flexible which will allow students to move from one setting to another as they progress and master literacy and/or mathematics skills.

Program Structure

The program is structured to:

1. concentrate on instructional needs that will support students with limited English proficiency by addressing language development and academic performance.
2. engage the students in activities that will increase individual and school-wide performance in mathematics.
3. provide hands on experiences that will increase the use of scientific vocabulary and overall performance in science.

The students receive instruction from teachers who have a common branch license and/or a license in a specialty area, i.e., science, technology, art education. While participating in the Title III program, students will spend one hour receiving math instruction one day a week and one hour of science instruction one day a week. On both days of the program, the students will receive direct instruction from the ESL teacher. This will be accomplished by having the ESL teachers flip flop between the groups of students. She will teach the math group for one hour a week (Tuesdays) and the science group for one hour (Wednesdays). This structure will allow us to provide content area instruction in the areas of science and mathematics and continue with an extensive ESL program. The Common Core Learning Standards (CCLS) dictates the need to increase the level of expectation and instruction in literacy, mathematics and writing. Providing more vocabulary development, building background knowledge and giving clear examples by modeling the process and strategies will help students make academic gains as well as strengthen their use of the English language. In addition to the instructional hours teachers will meet weekly to plan and to discuss the progress of the students. Professionals will also be invited to present strategies to the teachers that can be used to further develop the English Language Learners' use and understanding of English. Some of the online interactive materials used in the program include: Brain Pop ESL and Merit Software (both further language and vocabulary development).

Part C: Professional Development

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 approach to professional development is to provide classroom teachers as well as teachers working in the Title III program with the knowledge base that will support the work needed to help our ESL students with language development, content area subjects and to successfully achieve high standards on all assessments, including the NYSESLAT, the New York State assessments in English Language Arts, Mathematics and Science. Professional development for teachers is accomplished through the utilization of the Children's First Network 2.05. Academic support will come from specialists in literacy, mathematics, special education and early childhood, the utilization of special education data (SEGIS), as well as school based pedagogues with specialty areas. For example: teacher leaders for literacy and mathematics, speech teachers, and the science cluster teacher. The schedule for professional development will be as followed: Teachers providing instruction for the Title III program will meet weekly during a common preparation period and seven sessions will be after school to accommodate the schedule of the presenters. Some of the topics for professional development will include:

1. Moving Our Linguistically Diverse Learners from Basic Interpersonal Communication Skills (BICS) to Cognitive Academic Language Proficiency (CALP)
2. Developing English Language Learners Reading and Writing Skills Using Non-Fiction Text
3. Using Technology to Meet the Language Needs of English Language Learners in the Classroom
4. Learning Science and Scientific Language Through Inquiry and Experimentation
5. Using Manipulative Materials to Create and Solve Mathematical Problems

Professional development is also provided during faculty conference meetings to discuss best practices with providing instruction in the classrooms. For example, all teachers are involved with using the book Classroom Instruction That Works as a tool for professional development. Several of the chapters are specifically germane to the ELL population, i.e., Nonlinguistic Representations. Take a Minute for ELL is a website for teachers to become familiar with strategies that can be used with the English Language Learners. In addition the school's administrators meet to interpret data and articulate the concerns of our ELL students, and the support and guidance that needs to be given to teachers in order to see evidence of increased academic rigor.

Part D: Parental Engagement Activities

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

Begin description here: understanding parent involvement is essential to the success of the school, parents of ELLs are invited to the school early in the school year. Based the Home Language Survey, ELLs are identified and parents/guardians are invited to the Parent Orientation meeting. During this meeting parents view a video in their native language that explains the ESL program. Other parent workshops are offered throughout the year and the parent coordinator works in conjunction with the school administrators to outline workshop topics. The topics are decided based on the needs of the students and the request of the parents. Topics may include: Test Taking Strategies in English Language Arts and Mathematics, Homework Help, Using the Computer to Access Student Data, or Interpreting Student Data. Parents and guardians are also shown how to use technology to create practice work for their children to do at home (ARIS). Parents are also given the best educational websites to explore different genres and content area material and how to navigate the sites are modeled for them. Using the resources offered parents can support the learning that takes place in school.

Parents of English language learners are encouraged to participate in all school activities and receive notices in English as well as their native language when applicable. Teachers and other staff members are available to translate any questions or concerns presented during these meetings. ESL parents/guardians also participate in hands on workshops, solving problems side by side with their children as teachers model "real life" activities that are being done in class and can be practiced at home. the tasks demonstrated show how every day activities are used to further develop language as well as reading and math skills.

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 		

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.
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		