

**2014-15
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

DBN: (i.e. 01M001):

01M134

School Name:

Ps 134 THE HENRIETTA SZOLD SCHOOL

Principal:

DANIEL KIM

Comprehensive Educational Plan Outline

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Section 1: School Information Page

School Information

School Level: PreK – 5 School Number (DBN): 01M134
School Type: Elementary School Grades Served: PreK – 5
School Address: 293 East Broadway, New York, NY 10002
Phone Number: (212)673-4470 Fax: (212) 475-6142
School Contact Person: Daniel Kim Email Address: dkim@schools.nyc.gov
Principal: Daniel Kim
UFT Chapter Leader: Etty Savitzky
Parents' Association President: Robert McKinney
SLT Chairperson: Kim Long
Student Representative(s): N/A

District Information

District: 01 Superintendent: Daniella Phillips
Superintendent's Office Address: 166 Essex Street Room 136, New York, NY 10002
Superintendent's Email Address: dphilli@schools.nyc.gov
Phone Number: (212) 353-2948 Fax: (212) 353-2945

Cluster and Network Information

Cluster Number: 2 Cluster Leader: Despina Zaharakis
Network Number: 206 Network Leader: Ada Cordova

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor's Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

1. List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk*.
2. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.**
3. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Daniel Kim	*Principal or Designee	
Patricia Purvis	*UFT Chapter Leader or Designee	
Robert McKinney	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Pamela Casal	Member/ CSA Representative	
Mai Koyo	Member/ Teacher	
Kim Long	Member/ Teacher	
Judy Wong	Member/ Parent	
Gloria Reyes	Member/ Parent	
Annie Rosario	Member/ Parent	
Diane Bryant	Member/ Parent	
	Member/	

**Signature of constituent only indicates consultation in the development of the CEP, not approval.

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

The Capacity Framework and CEP Development

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

The Six Elements of the Capacity Framework	
1.	Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
2.	Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
3.	Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
4.	Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
5.	Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
6.	Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and

The Quality Review and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

1. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
2. School Culture: Positive Learning Environment (1.4), High expectations (3.4)
3. Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

4. **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
5. **Step 2:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
6. **Step 3:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
7. **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
8. **Step 5:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

- Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
- School strengths, accomplishments, and challenges.
- The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

The Henrietta Szold School is an elementary school with 255 students from prekindergarten through grade 5. The school population comprises 20% Black, 52% Hispanic, 4% White, and 24% Asian students. The student body includes 12% English language learners and 17% special education students. Boys account for 46% of the students enrolled and girls account for 54%. The average attendance rate for the school year 2013 - 2014 was 92%.

The school encourages the whole community to be an important part of the decision making process and form an active partnership for educational success of our children. The school continues to support a broad curriculum with learning experiences that promote academic, social and emotional well-being of students. To this end, every student participates in dance class, developing confidence and poise. The Art Studio, in partnership with Studio in a School, supports students' self-expression. This program echoes and enriches classroom instruction as well as developing life skills such as focus, hard work and turning mistakes into learning experiences. After-school activities also provide extensions and enrichments.

With the full implementation of the Common Core Learning Standards, students, parents, and teachers note higher student engagement with richer content in lessons, texts, and class activities. For example, students debate attributes of Greek deities, craft "help wanted" ads for colonial trades, and discuss human rights issues impacting the lives of migrant workers in California. In addition to increased student engagement and rigor of academic tasks, teachers plan scaffolds for different learners based on close review of student work. The scaffolds include graphic organizers, visual charts, flash cards, and varied exemplars. As a result, all students have access to enriched curricula and instruction.

The school community is embarking on supporting greater cognitive engagement of among all of our constituents— not only the students but also that of the teachers, school administrators, parents and the community as a whole. Critical self-evaluation of teaching practices, student experiences and work, parental involvement and community engagement will serve as foundational focal points for this school year and beyond.

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5A – Capacity Framework Element - Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Part 1 – Needs Assessment

1. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Rigorous Instruction). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
2. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

With the implementation of the Common Core Learning Standards and the attending state tests, only 14.5%. Only 14.5% of the students in grades 3-5 scored level 3 or above on the 2014 NYS CCLS ELA test. We know that more of our students are capable of demonstrating grade level proficiency in English Language Arts, but see a great need to unify and consolidate our school curriculum, and increase student exposure to and use of expressive language. In addition, the school community determined that all staff members – classroom teachers, specialists, and paraprofessionals need continuous professional development in differentiating instruction and delivering effective lessons that meet all student needs.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, students in grades 3-5 will improve achievement in English Language Arts as demonstrated by 50% increase from 14.5% to 21.8 of the number of students scoring at level 3 or above on the 2015 New York State Grades 3-8 Common Core English Language Arts test.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ol style="list-style-type: none"> 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
The principal will meet monthly with teachers and facilitate greater data collection, analysis and use by the teachers in aligning their instruction to the Common Core curriculum. Data sources will include Fountas and Pinnell Reading Benchmark Assessments, unit pre- and post-tests, spelling inventories, as well as student writing and work samples.	Classroom teachers, specialists	October 2014-June 2015	School administration
Student achievement data will inform the formation of subgroups of particular students that require additional attention and differentiated instruction, either via intervention, or academic enrichment. In addition, the past editions of the NYS CCLS ELA test	School’s lowest third	October 2014-June 2015	School administration, data specialist classroom

will be examined to note specific learning standards on which students did not perform well. Through this analysis, teachers will identify specific content and skill strands that require additional supplementation from outside materials and boost instructional strategies to meet those needs .The data analysis will create common points of discussion, collaboration and modified instruction between classroom teachers with SETSS, AIS, and ESL teachers, as well as related service providers. Student groupings will form the basis of effective and targeted use of parallel teaching, center teaching and flexible skills groups, as well as Title III interventions after school.			teachers, specialists
Under the guidance and facilitation of the school administration, the grade teams will look at both student and teacher work to examine higher levels of questioning, student exposure to and use of expressive language. Teachers will meet by grade levels on a weekly basis to plan lessons, design assessments and develop units of study where applicable to align with the Common Core Learning Standards and the Citywide Instructional Expectations	Classroom teachers, specialists	October 2014-June 2015	School administration

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Principal, assistant principal & data specialist, classroom general education teachers.
- SETSS, AIS, ESL and special education teachers.
- Structured and pre-scheduled collaborative planning time within the prep schedule, for not only grade teams, but also teams across grades and areas; modifying curriculum to meet student needs, identify additional resources needed, and reallocate the services of the AIS and intervention services.
- Funds and resources for per-diem substitute teachers; curriculum materials and resources from Core Knowledge and Expeditionary Learning; professional development opportunities through Amplify, NYC DOE and CFN 206.

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I Basic		Title IIA	X	Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

Part 6 – Progress Monitoring

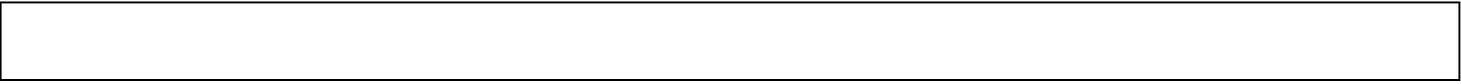
Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
2. Specify a timeframe for mid-point progress monitoring activities.

1. By February 2015, there will be a 30% increase in grades 3-5 scoring at level 3 &4 as measured by the January CCLS aligned ELA Unit tests and assessments.

Part 6b. Complete in **February 2015.**

1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
2.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				



Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5B – Capacity Framework Element - Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

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| 3. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 4. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

One of the major challenges facing the school community is the high number of students who are identified as chronically absent. In the 2013-2014 school year, 122 students were identified through ATS as being chronically absent. While many of those students had extenuating circumstances (transfers from charter schools, pending special education placement, student surgery/medical challenges, family displacement and relocation to shelters), significant number of students did not. The school community also noted that many of the students were of the same family, and targeted support and intervention to specific families would support student success by improved attendance.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, the number of students identified as chronically absent will decrease from 33% (SY 2013-2014) to 20% (SY total for 2014-2015) as evidenced by attendance data on ATS.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
5. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 6. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 7. Strategies to increase parent involvement and engagement 8. Activities that address the Capacity Framework element of Trust			
Families of children with more than 10 absences in 2013-2014 school year will be contacted by school staff, the parent coordinator, family worker or guidance counselor according to language preference and familiarity. The purpose of this contact is to personalize the school-home connection and prevent unnecessary absences.	Parents/guardians of more than 10 absences in 2013-2014	September 2014	Parent coordinator, family associate, classroom teachers, guidance counselor
Daily attendance will be monitored by the Parent Coordinator. Parents of students with more than one absence per month will be contacted by school office staff. either the parent coordinator, family worker or guidance counselor.	Students absent more than once each month	September 2014- June 2015	Guidance Counselor, parent coordinator, family worker, classroom teachers

The school will create and convene an attendance committee, spearheaded by guidance counselor and the attendance teacher, to monitor student attendance on a weekly basis, to identify specific families who require additional support and community resources, including that of the Go Project, Henry Street school-site clinic.	All students	October 2014-June 2105	Guidance Counselor
Students with 100% attendance on a monthly basis will be celebrated on a classroom by classroom basis, and will be highlighted in the principal's morning meeting	All students	October 2014 – June 2015	Administration

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<ul style="list-style-type: none"> • Funding for the parent coordinator position, whose role will include attendance outreach and meetings with families. • Funding a guidance counselor position, whose role will include leading and facilitating an attendance monitoring committee. • Funding the Family Worker, who is fluent in Mandarin and Cantonese, for translated outreach to the families of chronically absent students

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy		Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
9. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.				
10. Specify a timeframe for mid-point progress monitoring activities.				
By February 2015, the chronic absenteeism rate will decrease by 40% compared to CA rate at the end of January 2014 as evidenced by attendance data in ATS.				
Part 6b. Complete in February 2015.				
11.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No
12.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5C – Capacity Framework Element - Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Part 1 – Needs Assessment

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| 13. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 14. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

With the implementation of the Common Core Learning Standards and the attending state tests, only 34% of PS 134 students in grades 3-5 scored level 3 or above on the 2014 NYS CCLS Mathematics test. We know that more of our students are capable of demonstrating grade level proficiency in Mathematics. It was determined that classroom teachers need greater collaboration within the grade and across the grades to align intra- and inter-grade curriculum. In addition, there is a need for continuous professional development in differentiating instruction and in delivering effective lessons that meet all student needs.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, students in grades 3-5 will improve achievement in Mathematics as demonstrated by 20% increase from 34% to 40.8% of the number of students scoring at level 3 or above in the 2015 NYS Grades 3-8 Common Core Mathematics test.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
15. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 16. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 17. Strategies to increase parent involvement and engagement 18. Activities that address the Capacity Framework element of Trust			
The principal will create weekly common prep periods for classroom teachers and intervention specialists (at risk, ESL and SETSS teachers).	Classroom teachers and intervention specialists (at risk, ESL and SETSS teachers)	September 2014	School administrators
The administration will collaborate monthly with teachers and facilitate greater data analysis and use in aligning their instruction to not only the Common Core curriculum but also student needs. Data	School’s lowest 1/3	October 2014-June 2015	School administration, classroom teachers

sources will include Periodic Assessments, unit post-tests, conference notes and checklists as well as student classwork and work samples. This information will help form subgroups of particular students that require additional attention and differentiated instruction, either via intervention, or academic enrichment. In addition, the past editions of the NYS CCLS MATH test will be examined to note specific learning standards that the students fell short in. Through this analysis, teachers will identify specific content and skill strands that require additional supplementation from outside materials and boost instructional strategies to meet those needs .The data analysis will create common points of discussion, and collaboration to modify instruction between classroom teachers with SETSS, AIS, and ESL teachers, as well as related service providers. Student groupings will form the basis of effective and targeted use of centers, parallel teaching, flexible skills groups, as well as Title III interventions after school.			and intervention specialists (at risk, ESL and SETSS teachers
The administration will facilitate inter-grade conversation and collaboration through assigning extended teacher planning time, to focus on intergrade conversations on specific math units and concepts, to better align math curriculums between grades.	Classroom Teachers	October 2014-June 2015	School administration, teacher leaders
Under the guidance and facilitation of the school administration, the grade teams will look at both student and teacher work to examine for higher levels of questioning, critical thinking and analytical skills. Teachers will meet by grade levels on a weekly basis to plan lessons, design assessments and develop units of study to align with the Common Core Learning Standards and the Citywide Instructional Expectations.	Classroom Teachers	October 2014-June 2015	School administration, teacher leaders

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Principal, assistant principal & data specialist, classroom general education teachers.
- SETSS, AIS, ESL and special education teachers.
- Structured and pre-scheduled collaborative planning time within the prep schedule, for not only grade teams, but also teams across grades and areas; modifying curriculum to meet student needs, identify additional resources needed, and reallocate the services of the AIS and intervention services.

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I Basic		Title IIA	X	Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

19. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
20. Specify a timeframe for mid-point progress monitoring activities.

By February 2015, there will be a 10% increase in grades 3-5 scoring at level 3 & 4 as measured by the CCLS aligned curriculum mathematics end of unit tests and assessments.

Part 6b. Complete in February 2015.

21.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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22. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5D – Capacity Framework Element - Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Part 1 – Needs Assessment

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| 23. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 24. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

To effectively lead the school community and to increase cognitive engagement for students and staff, the school administration saw the need for greater distributed leadership with the instructional staff. While in the past some teachers emerged as informal mentors and subject/grade leaders, it was imperative that they were formally recognized across the school and supported in their own professional growth to facilitate teacher team conversations about curriculum and teaching practice.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, school administration will improve distributive leadership practices by modeling differentiated PD as evidenced by teacher participation in 5 cycles of inquiry-based work.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
25. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 26. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 27. Strategies to increase parent involvement and engagement 28. Activities that address the Capacity Framework element of Trust			
Identify, and offer leadership opportunities to teachers through surveys, peer recommendations and self-identification; support newly emerged teacher leaders through professional development and leadership training.	Staff members	October 2014-December 2014	School Administration
Establish 6 week cycles of professional development, identifying content areas, norms and work products of each cycle. School administration will conduct first two cycles of differentiated professional development on writing and math, while making explicit facilitation skills, norms of participation and engagement	Staff members	October 2014	School Administration
Through 1:1 conversations with staff members (in initial planning conferences as well as mid-year conversations), facilitate a larger conversation with the teaching staff, self-identifying strengths and	Staff members	October 2014 – January	School Administration

challenges in their teaching craft; this information will serve as foundation for differentiated PD of sharing expertise within the school community.		2015	
Teacher leaders will facilitate professional development workshops during Monday PD sessions for their colleagues, based on self-identified needs as well as administration suggestion, establish norms of participation as well as end-products/deliverables for each group of teachers.	Staff members	January 2015-June 2015	School administration, teacher leaders

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Principal, assistant principal & data specialist, classroom general education teachers.
- SETSS, AIS, ESL and special education teachers.
- Structured and pre-scheduled collaborative planning time within the prep schedule, Monday extended PD time for not only grade teams, but also teams across grades and areas;
- Expertise from the CFN 206 staff developer focusing on professional learning communities.

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I Basic		Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

29. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
30. Specify a timeframe for mid-point progress monitoring activities.

By February 2015, school administration will organize, facilitate and participate in 2 cycles of differentiated professional development for staff members; the teacher leaders will be identified and trained to assume leadership roles in the following 3 cycles.

Part 6b. Complete in **February 2015.**

31.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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32.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?
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Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5E – Capacity Framework Element - Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

Part 1 – Needs Assessment

- | | |
|-----|---|
| 33. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 34. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

The 2014 Learning Environment Survey shows that only 47% of our families participated in the survey , which was a surprisingly low number and a missed opportunity for families to give formal feedback. As such, it established a clear need to increase parental communication and engagement for all of our families in the work that the school community is doing for the success of our children. One of the greatest challenges in years past have been having reliable means of communication with families that can be easily adjusted for Spanish and Chinese; In 2013, the PA was able to collect four email addresses in a school community of 300; as such, finding consistent communication with families have been a challenge that requires addressing.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, parent communication will be improved as evidenced by a 60% parent participation rate on the 2015 Learning Environment Survey.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
35. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 36. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 37. Strategies to increase parent involvement and engagement 38. Activities that address the Capacity Framework element of Trust			
Create, consolidate and streamline monthly classroom newsletters to families with the monthly calendar, so that there is a consistency on where to find information on academics, upcoming events, and special opportunities.	Parents	September 2014-June 2015	School administration, teachers
Collect parent email addresses and other electronic means of communication for bi-monthly principal letter to parents, as well as emergency e-blasts. Utilize Open School Week, Parent Teacher Conferences and other high percentage involvement efforts to gather data.	Parents	September 2014-June 2015	School administration, teachers

Publicize monthly Principal's Breakfast meetings through flyers, calendar and e-blasts, including year-long calendar, established agendas and addressed topics based on parental feedback	Parents	September 2014-June 2015	School administration, teachers
Create, publicize and facilitate five school-wide events throughout the year, including student performances, exhibitions, celebrations, fairs; create parent specific workshops around identified parental needs and demands identified in conjunction with the Parents Association.	Parents	October 2014-June 2015	School administration

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Principal, assistant principal and data specialist;
- classroom and specialist teachers;
- Tuesday extended day parental engagement time;
- Parent coordinator and family worker;

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I Basic		Title IIA	X	Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

39. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
40. Specify a timeframe for mid-point progress monitoring activities.

By February 2015, all newsletters will be streamlined with the monthly calendar; email addresses will be collected and the principal's letter will be broadcast; three of the school-wide events will have occurred; a mid-point check will be conducted with the PA president and teacher leaders to assess success and adjustments.

Part 6b. Complete in **February 2015.**

41.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
42.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	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.)
English Language Arts (ELA)	Grades K-3: running record levels and writing assessments indicating at least one year delay Grades 4-5: Level 1 and 2 on NYS ELA exam, running record levels and writing assessments, indicating at least one year delay	Differentiate instruction, based on on-going assessments such as Fountas & Pinnell running records, in all grades. Repeated readings, interactive writings, targeted instruction informed by item analysis of NYSELA exam in grades 4-5, guided reading, shared reading, phonemic mini-lessons.	One on One Differentiated Small Group Push-in and Pull-out by AIS Specialist Utilization of technology, such as SmartBoards, document cameras to assist visual learners	During School Day
Mathematics	Grade K-3: mid and end of unit assessments indicating level 1 or level 2 proficiency. Grade 4-5: Level 1 and 2 on the NYS Math exam in addition to mid and end of unit assessments indicating at least one year delay	Differentiate instruction in all math classes -- Tier I interventions	One on One Differentiated Small Group Push-in and Pull-out by AIS Specialist Utilization of technology, such as SmartBoards, document cameras to assist visual learners	During School Day
Science	Science: Grades K-5: mid and end of unit assessment performance below level 2	The science lab will be used as a vehicle to provide additional instruction to grades 3-5	Differentiated Small Group Utilization of technology, such as SmartBoards, document cameras to assist visual learners	During School Day
Social Studies	Social Studies: Grades K-5: mid and end of unit assessment	Differentiate instruction in all social studies classes -	One on One Differentiated Small Group	During School Day

	performance below level 2	- Tier I interventions	Push-in and Pull-out by AIS Specialist Utilization of technology, such as SmartBoards, document cameras to assist visual learners	
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Situational conflicts, problem solving gaps	Provide guidance and crisis counseling services during the school day via the guidance counselor and social worker, one period a week or more frequently if needed, to students in need of academic intervention services.	One on One Differentiated Small Group	During School Day

Section 7: Title I Program Information

Directions:

1. All schools must indicate their Title I status in Part 1
2. All elements of the *All Title I Schools* section must be completed in Part 2
3. All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
4. All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
5. If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
6. For additional information, visit the [Title I Intranet webpage](#)

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. 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.

PS 134 works continuously so that our teachers are Highly Qualified Teachers as outlined in state guidelines. This includes:

- Student teacher partnerships with Touro, Hunter College and other educational entities to recruit excellent candidates;
- New Mentor Committee to ensure that new teachers are welcomed and acclimated to their new school community, and followed with weekly mentor meetings;
- Appropriate teaching assignments as determined by their state licensures;
- Continual professional development through in-house structures, as well as outside curriculum consultants;
- On-going professional development for the *Advance* program

2b. 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).

- The state and local measures of student learning, as well as the measures of teacher practice through the *Advance* program will shape and define the continued professional development of our highly qualified teachers.
- Teachers also participate in ongoing professional development for the new English Language Arts curriculum – Core Knowledge Learning and Expeditionary Learning on a monthly basis with grade experts turn-keying best practices to colleagues.
- In addition, the school staff will receive further professional development through professional networks as well as through the Children First Network 206 support.

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. 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).

Part 4: SWP Schools Only

4a. 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.).

Our Pre-K teachers have developed a unique curriculum that dovetails the children’s experiences in pre-school to that of the PreK program here at PS 134. The curriculum in Kindergarten builds upon the work of Pre-K teachers and the students seamlessly. The Pre-K teachers participate in joint staff decision-making, weekly professional development and community activities. The students’ academic and social emotional records are transferred to the Kindergarten teachers to help them plan and assess for the success of the students in Kindergarten. The parents are actively involved in both the classrooms, as well as school-wide Principal’s Breakfast that is hosted by the principal, parent coordinator and family worker. The early intervention work is coordinated by our school social worker and school psychologist.

4b. 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.

The school teaching staff will be intimately involved with choosing, or creating (where applicable) and utilizing assessments. Their selection and decision-making will drive the need for professional development.

4c. “Conceptual” Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	184,495	X	5A, 5B, 5C, 5D, 5E
Title I School Improvement	Federal			

1003(a)				
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal			
Title III, Part A	Federal	11,200	X	5A, 5C
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local	1,794,999	X	5A, 5B, 5C, 5D, 5E

¹Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

1. Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
2. A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

²The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

3. **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
4. **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
5. **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
6. **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades K with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.

7. **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
8. **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

9. **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor's Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
10. **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
11. **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
12. **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

(Required for All Title I Schools)

Directions: All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. 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 (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the 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 the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

Parent Involvement Policy (PIP)

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

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

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, the school will:

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

The school will further encourage school-level parental involvement by:

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

- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand

School-Parent Compact (SPC)

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy

and this Compact;

- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or 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.



Department of English Language Learners and Student Support

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<http://schools.nyc.gov/Academics/ELL/default.htm>

Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

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.
 - 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.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

Part A: School Information	
Name of School: PS 134	DBN: 01M134
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
Total # of ELLs to be served: 15
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

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 4
of certified ESL/Bilingual teachers: 2
of content area teachers: 2

Describe the direct instruction supplemental program here and include the

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

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

Part C: Professional Development

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

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

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

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

Part E: Budget

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

Allocation Amount: \$ _____

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

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.
instructional materials. • Must be clearly listed.		
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____

**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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

District 01	Borough Manhattan	School Number 134
School Name Henrietta Szold		

B. Language Allocation Policy Team Composition [i](#) 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 Daniel Kim	Assistant Principal Pamela Casal
Coach	Coach
ESL Teacher Patricia Martone	Guidance Counselor Suzanne Blum
Teacher/Subject Area Patricia Purvis, 2nd Grade	Parent Robert McKinney
Teacher/Subject Area Mai Koyo, ESL	Parent Coordinator Miriam Petrovitch
Related Service Provider Karen Tecza, SETSS	Other Kim Burd, 1st Grade ICT
Network Leader(Only if working with the LAP team)	Other

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	279	Total number of ELLs	46	ELLs as share of total student population (%)	16.49%
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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														Tot #
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Pull-out	1	1	1		1	1								5
Push-In	1	1												2
Total	2	2	1	0	1	1	0	7						

B. ELL Years of Service and Programs

Number of ELLs by Subgroups				
All ELLs	46	Newcomers (ELLs receiving service 0-3 years)		ELL Students with Disabilities
SIFE	0	ELLs receiving service 4-6 years		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. [i](#)

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	43		8	2			1		1	46

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
Total	43	0	8	2	0	0	1	0	1	46
Number of ELLs who have an alternate placement paraprofessional: <u>3</u>										

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	
	ELL	EP	ELL	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	
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	1	1	2	1	1	3								9
Chinese	7	11	8	1	5	3								35
Russian														0
Bengali														0
Urdu														0
Arabic			1		1									2
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	8	12	11	2	7	6	0	46						

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)	8	4	4	1	1	2								20
Intermediate(I)	0	2	4	1	3	0								10
Advanced (A)	0	5	3	0	3	4								15
Total	8	11	11	2	7	6	0	45						

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	B	8	5	4	1	1	2							

NYSESLAT Modality Analysis

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

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	5	2			7
4	2	2			4
5					0
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	1		3		1	1		1	7
4		2	2		1				5
5									0
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	2	1		1		5
8									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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 Government				
Foreign Language				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

After reviewing and analyzing the assessment data, answer the following:

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
P.S. 134 utilizes the Teachers College Reading and Writing Project's reading assessments to determine each student's independent reading level. Students are assessed on decoding, comprehension, and inferring using books provided by BeBop for students reading at levels A-K. For students reading at levels L-Z, assessment materials are provided by the Teachers College Reading and Writing

Project. The data indicate that a majority of our ELLs are reading below grade level at the beginning of the year. As students have progressed in acquiring English as a second language, their reading levels often become comparable to, and in some cases exceed their native language peers. Based on these results we are providing support and language enrichment through the use of the Title III afterschool program which focuses on developing reading and writing skills through the use of shared reading of complex texts and guided reading lessons.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

When examining the performance results of the four modalities of listening, speaking, reading, and writing, the majority of our students are at the advanced or proficient level in listening and speaking. Results also indicate that our ELLs are more proficient in listening and speaking than reading and writing.

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

Based on the information about Annual Measurable Achievement Objectives, the data reveal that students require supplementary support in developing reading proficiency in fluency, decoding, and comprehension. The AMAO's are used to make decisions about flexible grouping for differentiated instruction in order to meet student needs. In order to increase our reading and writing levels on the NYSESLAT, we have incorporated more time for reading and writing independently in addition to the shared readings of songs and poems into the daily curriculum. Multiple encounters with complex text and vocabulary provide students with further support. Student books for independent reading and writing based on literature and content-area lessons are provided for students. ESL lessons present the features of non-fiction text, such as table of contents, captions, index, and glossary. Graphic organizers are used to clarify information. A venn diagram pocket chart provides students with a hands-on opportunity for organizing and comparing information. Students create an all-about book as a product for each unit of study, which includes the features of a non-fiction text. Additionally, our Title III program provides students with additional guided reading lessons for students. The ESL specialists team with classroom teachers to provide additional support for our ELLs.

4. For each program, answer the following:

- What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
- Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
- What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

Based on NYSESLAT results, our ELLs are more proficient at receptive language (listening and reading) than productive language (speaking and writing) across grade levels. When examining the results of the state ELA, math, and science, data indicate that our ELLs are not meeting grade level standards. ELLs are low-performing on state exams in English and in the native language. Results of the ELL Periodic Assessments are used to differentiate instruction in the ESL pull-out classes. Based on the students' particular needs, small strategy groups are pulled to reinforce concepts and lessons taught in the larger group setting.

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](#).)

The response to intervention model (RTI) assists those ELLs who are at risk for academic difficulties. Instruction for English language learners in English language development is provided at the Tier 1 instructional level according to the response to intervention model. This provides students with a rigorous and evidence-based curriculum. For students who demonstrate a need for more targeted and intensive academic support, levels of increase in duration and intensity over time into the Tier 2 and Tier 3 levels. This extra support can occur in the classroom or be provided by related service providers. As students improve, measured by reliable and valid assessments, the extra supports are removed.

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

ESL specialists meet and confer with classroom teachers throughout the school year to discuss the students' ongoing progress and to suggest modifications to support the English language development in the classroom.

7. For dual language programs, answer the following:

- How are the English-proficient students (EPs) assessed in the second (target) language?
- What is the level of language proficiency in the second (target) language for EPs?
- How are EPs performing on State and City Assessments?

Not applicable.

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

The effectiveness of our ESL programs are measured through the results of the annual NYSESLAT test. Most students across the grade levels demonstrate growth in language development across the four modalities of reading, writing, listening and speaking. Additionally, results of classroom running record levels, informal classroom observations, and results of the annual state tests are used to measure the students' growth in English language development. The ESL program provides ELLs with highly engaging thematic units

in science and social studies with an emphasis on academic vocabulary and instruction in structures of language through complex texts. This enables the ELLs to build background knowledge which assists them in achieving academic growth in their classrooms.

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](#).)
English language learners are identified through the home language information surveys (HLIS) when the child is first registered into the New York City public school system. The school's family assistant, who is fluent in many Chinese dialects, assists the ESL teachers in conducting informal oral interviews to parents whose native language is Chinese. The school's parent coordinator is also available to translate for those parents whose native language is Spanish. If the student is LAB-eligible as indicated by the parents' responses on the home language survey, the two licensed ESL teachers then administer the LAB-R and Spanish LAB within 10 days of enrollment. ELLs are assessed annually via the New York State English as a Second Language Achievement Test (NYSESLAT) in the spring. Students are tested in the modalities of speaking, listening, reading, and writing.
2. 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.
Parents who have indicated a language other than English on the home language surveys receive letters in their native languages inviting them to parent orientation sessions where they complete parent surveys and program selection forms. Flyers in three languages (English, Spanish, and Chinese) are sent home to notify parents of the orientation session. Additionally, phone calls are made in the native language to follow up and to encourage parents to attend the session. At the orientation sessions, the film provided by the Department of Education that describes the three program choices, is shown. The film is shown in English, Spanish, or Chinese, depending on the parent population. Ample opportunities are available for parents to ask questions. Parent orientation sessions are conducted in the fall. Informal meetings throughout the year are held for parents of new ELLs to our school. Both the family assistant and parent coordinator are invited to these informal meetings to assist with translation.
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 [\[see tool kit\]](#).)
Continued entitlement letters are sent home annually to those students who have not yet tested out of the NYSESLAT. These letters are translated into Chinese and Spanish. Placement letters in English, Chinese, and Spanish are sent home to students who are entitled to ESL as per their LAB-R scores. Checklists ensure that all students return their entitlement letters in a timely manner. Parent surveys and program selections forms are filled out during the orientation sessions to ensure that they are returned. For those parents who are unable to attend an orientation session, informal meetings are arranged with the family assistant and/or parent coordinator.
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.
At orientation sessions, parents are informed that the school has two free-standing ESL programs—one for the kindergarten and first grade students, and one program for students in grades two through five. Parents are given opportunities at the orientation sessions to ask questions about available bilingual and dual language programs throughout the districts so that they can make an informed decision. Again, at these orientation sessions, translators in both Chinese and Spanish are available to assist.
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.
ESL teachers create target lists based on the results of the previous year's NYSESLAT and the current LAB-R scores. Additionally, the eligibility report (RLER) is run on ATS to ensure that all eligible students are tested on the NYSESLAT annually. Checklists are used to confirm that all students are tested on all sections on the NYSESLAT.
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. **①**

After reviewing the parent surveys and program selection forms from the last few years, the trend is that the parents overwhelmingly (99% of the parent population) select the free-standing ESL pull-out program that is currently in place at P.S. 134. The program model offered at P.S. 134 is aligned with parental requests. For parents who do not choose the free standing ESL program, a list of schools that offer the transitional bilingual or dual language program is provided. Parents can opt to register their children at these schools.

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])?

P.S. 134 has two free-standing pull-out ESL programs taught by two licensed ESL teachers, with push-in and co-teaching models to supplement and support classroom instruction. Students in the pull-out ESL classes are grouped according to their English language proficiency levels as indicated by annual NYSESLAT results. In the push-in and co-teaching models, English language learners are grouped heterogeneously with their native language peers.
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)?

All ELLs at P.S. 134 receive the mandated number of instructional minutes per week as indicated by the CR Part 154 according to their language proficiency levels. Beginning and intermediate level students receive 360 minutes of ESL instruction per week. Advanced ELLs receive 180 minutes of ESL and 180 minutes of ELA instruction weekly as per the CR Part 154 mandate. Additionally, those students in the push-in and co-teaching model receive additional instructional time.
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.

Our ESL program includes literature and content-based thematic units that are aligned explicitly to the common core learning standards with emphasis on supporting classroom instruction. All instruction is provided in English with additional support in the native language. Lessons are adapted to meet the varying levels of English language proficiency to comply with the new language arts progression standards. Instructional approaches include shared reading of fiction and nonfiction texts with targeted instruction of reading strategies, such as fluency and comprehension. Multiple encounters with text following a close-reading protocol provide students with practice in analyzing text complexity and building academic vocabulary. Lessons also provide scaffolding in paraphrasing and summarizing texts. Integrating the cultures and native language experiences and vocabulary of ELLs into daily lessons remain an essential part of our ESL program.

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

ELLs who require testing in their native language are provided with appropriate translated editions for state tests in the content areas of math for third through fifth grades and science for the fourth grade.

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

Daily lessons in ESL classes include instruction in all four modalities, such as listening comprehension, fluency, writing activities, and independent and shared reading. Assessments such as conferring with students, running records, on-demand writing assessments, performance based writing assessments, and accountable talk protocol ensure that ELLs are appropriately evaluated in all four modalities throughout the year.

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).

6a. P.S. 134 currently does not have any students with interrupted formal education (SIFE). For students who come in with interrupted formal education, a plan is in place to further support their language development. These instructional supports, which are in addition to their ESL instruction include participation in the Title III afterschool program with rigorous curriculum to build their literacy skills in all academic subjects, as well as building background knowledge to bring them up to grade level.

6.b. Students who are Newcomer ELLs, or students who have been in US schools less than three years are invited to participate in a Title III ESL afterschool program to supplement English language instruction. This is in addition to the mandated instructional minutes they receive in ESL during the school day. This program, for grades K-5 uses components of the Balanced Literacy and content-area based approaches. The ESL licensed teachers focus on thematic units of study incorporating fiction and non-fiction across all genres. Teachers scaffold lessons to support the individual needs of all students in the program. Sessions meet twice a week. For ELLs in the upper grades, the Title III afterschool program focuses on preparing these students for the ELA test, which they must take after being enrolled in a US school for a year.

6.c. ELLs who have been receiving ESL services for four to six years are placed in a small group setting so that individual needs can be targeted through differentiated instruction, which is aligned with the common core learning standards. Lessons are scaffolded using the six main types of scaffolding techniques to further support academic development. The six types modeling, bridging, contextualization, schema building, text representation, and metacognition.

6.d. Our plan for long-term ELLs would include reassessment of their strengths and areas in need of improvement to ascertain what programs available would support the progress of these students. It would be important to know whether the student needed assistance in language or other areas. We would then recommend the student receive additional services, including Academic Intervention Services (AIS). Students with special needs are mainstreamed in ESL classes so that their peers can serve as language models. Special needs children are partnered with native language speakers. Lessons are differentiated so that scaffolding can be provided for the children. ESL teachers continually work collaboratively with classroom teachers to monitor the students' progress, as well as discuss ways in which the students can be further supported in the classrooms.

6.e. Former ELLs receive additional ESL support for up to two years after they test out of the NYSESLAT. For the upper grades, these students are grouped together to focus on improving reading comprehension and writing strategies. Transitional ESL students in grades two and three are integrated with their grade level peers in a pull-out class. They also receive differentiated instruction according to their specific needs.

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?

In order to support ELL-SWDs to gain access to academic content areas and accelerate English language development, lessons follow the Universal Design for Learning (UDL) guidelines. These include, providing options for multiple means of representation, multiple of action and expression, and multiple means of engagement. High interest-low level books make content comprehensible with rich visuals and concrete language to convey academic concepts for ELL-SWDs.

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?

Curricular and instructional goals are modified to meet the individual needs of diverse ELL-SWDs to meet their IEP goals and attain English proficiency within the least restrictive environment. Classroom teachers, ESL specialists and the school based support team meet periodically to discuss student progress and suggest recommendations to enable students achieve success.

Courses Taught in Languages Other than English

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

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

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

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

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

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

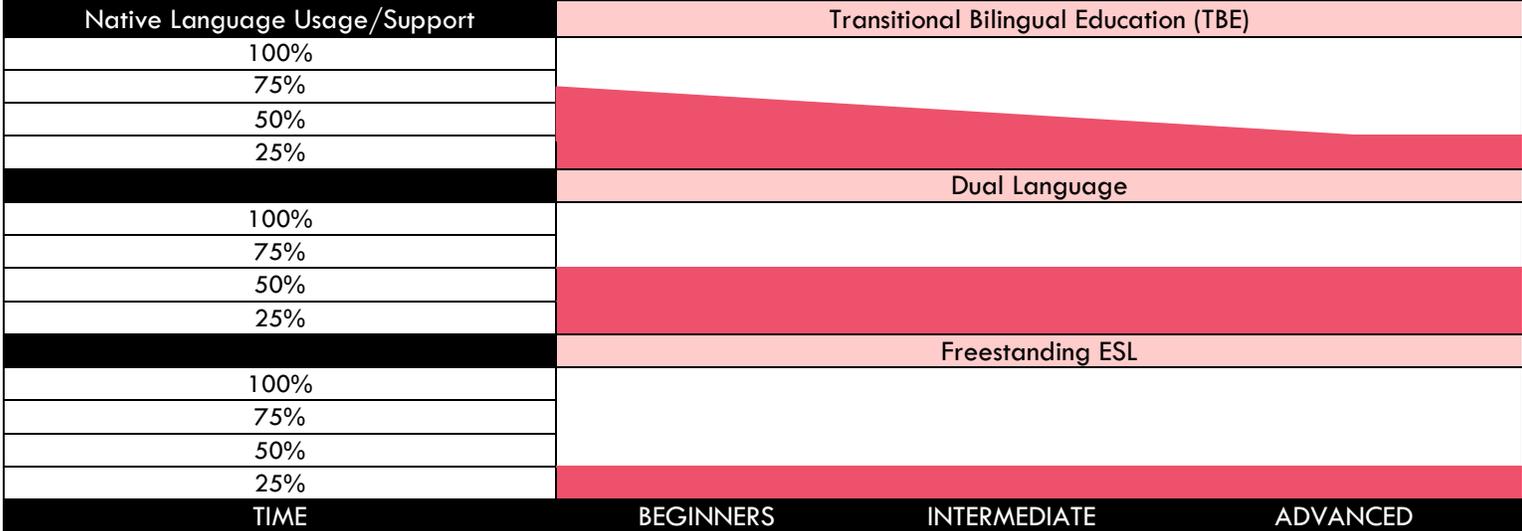
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

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

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- In order to meet the diverse learning needs of ELLs, the Response to Intervention protocol is followed. Most students, who fall under Tier I, receive a rigorous and evidence-based curriculum that supports English language development. For those requiring additional support, extra attention to special needs of students and activities are provided (Tier 2). English language learners who require additional assistance are then serviced by the Academic Intervention Specialist (AIS) to provide more intensive academic support in a small group setting (Tier 3).
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 effectiveness of our ESL programs are measured through the results of the annual NYSESLAT test. Most students across the grade levels demonstrate growth in language development across the four modalities of reading, writing, listening and speaking. Additionally, results of classroom running record levels, informal classroom observations, and results of the annual state tests are used to measure the students' growth in English language development. The ESL program provides ELLs with highly engaging thematic units in science and social studies with an emphasis on academic vocabulary and instruction in structures of language through complex texts. This enables the ELLs to build background knowledge which assists them in achieving academic growth in their classrooms.
11. What new programs or improvements will be considered for the upcoming school year?
- ESL teachers are presently aligning their lessons with the common core state standards and the English Language Arts curriculum for all grade levels. The ESL program will continue to focus on teaching language through the content areas of science and social studies. The school will continue to work in collaboration with classroom teachers and participate in the language instruction in mainstream classrooms for English language learners and native speakers of English. P.S. 134 will continue to work on a school-wide plan for developing academic language and literacy in all classrooms.
12. What programs/services for ELLs will be discontinued and why?
- Plans for the upcoming school year do not include the discontinuation of programs and services for English language learners. We will continue to provide the mandated number of minutes for ELLs as stated in the CR Part 154 regulations as well as providing additional support through the Title III afterschool program.
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 at P.S. 134 are afforded equal access to all school programs both during the during the school day and after, including the Henry Street Settlement afterschool program and student selected enrichment club activities. Parents enroll their children in a year-long afterschool program which meets daily in the school. Homework help is offered by the counselors as well as by teachers hired by the afterschool program to support all students, including the English language learners. Additional activities, including dance, art, and sports are integrated into the afterschool program.
- All students at P.S. 134 participate in enrichment club cycles which meet for six weeks at a time. Teachers decide on the club topics they would like to teach, and the students then choose their club topics. Club choices include animal discovery club, knitting, gardening, sports, foreign languages, and chorus.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- Instructional materials that support English language learners include content-area big books that correlate to thematic units for shared reading, alternate text sets from the school library that supplement academic language development, as well as articles from National Geographic Explorer and Time for Kids. P.S. 134 has received a grant from the Lower Manhattan Development Corporation to purchase SMART Boards, document cameras, laptops and iPads to be used in classrooms throughout the school to further support student learning.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- We believe that a child's native language is a strength to be cultivated and a foundation upon which to build. Children are encouraged to speak and write in their native languages, especially for those who are new to this country. Newly arrived students are paired with their native language peers in classrooms. Published works by ELLs are exhibited on bulletin boards throughout the school across the grade levels. Students are also encouraged to share language and cultural experiences as part of classroom lessons. The diverse cultural backgrounds serve to enrich language learning for all students. In daily lessons, essential vocabulary words are translated into the children's native languages to promote a cultural awareness among all students.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

Services support and resources at P.S. 134 are developmentally appropriate for students at the elementary school level.

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.

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

18. What language electives are offered to ELLs?

We currently do not have any language electives available to our ELLs. Plans include offering language clubs as part of our academic enrichment club cycles.

19. For schools with dual language programs:

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

Not applicable.

C. Professional Development and Support for School Staff

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

1. The ESL teachers at P.S. 134 are highly engaged in professional development for the new ELA curriculum for grades K-5. This professional development, which is held for classroom teachers, as well as for ESL teachers, provides staff with opportunities to familiarize themselves with the components of the Core Knowledge and Expeditionary programs and how to align the lessons to meet the needs of our diverse students.

2. The ESL teachers work closely with classroom teachers to scaffold instruction so that ELLs are better prepared to meet the common core standards and perform at a comparable levels as their native language peers. Teacher teams meet once a month for professional development sessions that focus on the stages of English language development to better support ELLs in the classroom in delivering Common Core aligned instruction.

3. In order to assist ELLs transition from elementary to middle school, the parent coordinator attends the professional development provided by the district regarding the middle school process, who then in turn turn-keys the professional development to the family worker and the rest of the staff. The family worker and parent coordinator offer assistance in multiple levels. They provide translating support and guidance for the middle school application form, help arrange for presentations at our school from various middle schools and offer translations within those presentations, attend the middle school fair, and set up middle school tours with the families. Classroom teachers coordinate their work with the family worker, parent coordinator and guidance counselor to provide guidance to ELL families.

4. The goals for training sessions for staff members include a focus on the stages of second language acquisition, developing academic language proficiency in English, and continuing to support students' native language development. P.S. 134 is preparing staff development sessions with the understanding that all teachers, regardless of grade or subject area, are language and literacy teachers. Discussion includes raising awareness and promoting cultural sensitivity in the classrooms.

D. Parental Involvement

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

1. Parent breakfasts with the principal are held monthly during which parents discuss with school personnel ways in which they can provide their children with support at home with learning activities. The family assistant and parent coordinator are invited to these monthly meetings and workshops to translate for parents whose native language is not English. Parents are also encouraged to borrow books in their native languages from the school library. The School Leadership Team and Parents' Association sponsor monthly family movie nights, which are open to all families at P.S. 134 in order to provide a means to interact with other families. During parent teacher conferences, translation services are offered to parents whose native language is not English so that they can fully participate in their child's education.

2. P.S. 134 has partnered with several local community based organizations to support our students and their families. Henry Street Settlement offers our students and families with an afterschool program that incorporates assistance in completing homework assignments. Hester Street Collaborative, which works on design and build projects with our students throughout the year co-sponsors Saturday "Dirt Days" in our school garden. Parents and members of the community are invited to help clean and maintain our garden and plant fruits and vegetables. The Go Project is a summer program that provides students with support in reading and math.

3. The needs of the parents are discussed at monthly parent breakfasts with administration in addition to the monthly parent association meetings. They are asked for suggestions for future meetings. Annual learning environment surveys are sent home to provide parents with a vehicle to voice their opinions. Results of the learning environment surveys are then incorporated in evaluating our school. The family assistant and parent coordinator are available to assist in translating the surveys for parents whose native language is not English. Additionally, parents are able to express areas of concern to teachers directly during the parent-teacher conferences held in November and March. The family assistant, parent coordinator, and bilingual educational assistants are available to provide translation services.

4. Parents have expressed an interest in learning how to assist their children at home to develop their reading and math skills. During monthly parent breakfasts there are discussions on ways to support literacy and math development at home. Suggestions include reading with the student at home or taking to the library for reading. Additionally for math, parents can integrate the math skills they are learning in the classroom with a trip to the local supermarket. Parents have opportunities to discuss student progress and ways to assist their child's learning at home at parent teacher conferences and informal meetings with the teachers throughout the year.

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

Cluster: **2** Network: **CFN206**

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

Part A: Needs Assessment Findings

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

The Family Worker and Parent Coordinator review all student and family information, including the Home Language Survey, for students from Pre-Kindergarten to 5th grade. This information serves to help determine which families require language translation services - be it in oral, written and/or both - and in which language.

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

PS 134M families require oral and written translations in Spanish, and the Chinese dialects of Mandarin and Cantonese. The findings have been reported to the School Leadership Team and the school staff in general through the faculty conferences.

Part B: Strategies and Activities

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

The PS 134M family worker speaks, reads and writes both dialects of Chinese (Mandarin and Cantonese). In addition, we have two additional staff members who are fluent in both dialects. The parent coordinator, as well as three other staff members are fluent in Spanish. They are available, along with other staff members and parents to translate when needed. All newsletters, the monthly calendar and other information is translated in both languages at all times, and any translated school-wide notices that are posted within the building are posted prominently in the main hall along side the English version.

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

The PS 134M family worker speaks, reads and writes both dialects of Chinese (Mandarin and Cantonese). In addition, we have two additional staff members who are fluent in both dialects. The parent coordinator, as well as three other staff members are fluent in Spanish. They are available, along with other staff members and parents to translate when needed, including but not limited to Parent Teacher Conferences, IEP meetings, monthly Parent Breakfasts, Report Card distribution and assemblies.

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

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