



2014-15 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

DBN: (i.e. 01M001):

29Q134

School Name:

THE LANGSTON HUGHES SCHOOL PS 134

Principal:

ROBERT A. CHAMBERS

Comprehensive Educational Plan Outline

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Section 1: School Information Page

School Information

School Level: Elementary School Number (DBN): 29Q134
School Type: Public Grades Served: PreK-5
School Address: 203-06 109th avenue Hollis NY 11412
Phone Number: 718 464 5544 Fax: 718
School Contact Person: Doreen Gulabchand-
Parent Coordinator Email Address: Dgulabchand@schools.nyc.gov
Principal: Robert A. Chambers
UFT Chapter Leader: Stefan Stokes
Parents' Association President: Krystal Henry
SLT Chairperson: Principal
Student Representative(s): N/A

District Information

District: 29 Superintendent: Lenon Murray
Superintendent's Office Address: 222-14 Jamaica Avenue, Room 217 Queens Village, NY 11428
Superintendent's Email Address: lmurray3@schools.nyc.gov
Phone Number: 718-264-3146 Fax: 718 264 3148

Cluster and Network Information

Cluster Number: 2 Cluster Leader: Despina Zaharakis
Network Number: 205 Network Leader: Dr. Joyner-Wells

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)
Robert A. Chambers	*Principal or Designee	
Stefan Stokes	*UFT Chapter Leader or Designee	
Krystal Henry	*PA/PTA President or Designated Co-President	
William Berry	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	
Tosha Wellington	Member/ UFT, Teacher	
Sandra Johnson	Member/ CSA, Asst. Principal	
Luis Morales	Member/ Parent Member	
Richelle Moore	Member/ Parent Member	
Robert Gonzalez	Member/ Parent Member	
Leanna Morales	Member/ Parent Member	
Chantel Shakes	Parent	
Cherise Parson	Teacher	
	Member/	
	Member/	
	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.

PS 134Q is a Pre-K to 5th grade elementary school that has 487 students 86% of which are African American etc... 26% of our students are receiving special education services. 12% are English language learners. 100% of our staff is highly qualified. We are school wide Title I. less than 3% Temp Housing, 92% Attendance rate.

MISSION STATEMENT

*Our Mission is to inspire **all** students to be adventurous learners; by providing a unique educational experience in a safe and nurturing environment. The entire school staff, families, and community organizations will collaborate to successfully build the elementary foundation that anchors a lifetime of success.*

Special Initiatives

The Professional Learning Community-PLC We have adopted the tenets of a PLC to govern how we work together as a community. The concept of the professional learning community has elevated our approach in learning as educators etc.

Character Counts *Trustworthiness, Responsibility, Respect, Fairness, Caring* are the six pillars of character initiative that establishes the expected behavior for students and adults. The character counts initiative is also the platform for our school wide behavior modification/ conflict resolution program.

Family Movie Night Once a month on a Saturday afternoon we celebrate the concept of the family by providing an afternoon movie and snacks in our school auditorium. The only eligibility requirement is to not be involved in a physical altercation during the month.

Family Sports Night Once a month on a Friday evening we invite an entire grade out with parent chaperones to compete in an Olympic style sports event. Families are split up by team color and compete for a 1-4th place award. We serve light refreshments after the event.

Focus group instruction Each week, students in grades 1-5 are repopulated by ability to receive focus instruction at their level. This initiative provides the opportunity to identify and work with three tiers of learners on each grade. Students in grades 3-5 receive 2 periods of this level of instruction per week.

Collaborations/Partnerships

We have a Partnership with multiple organizations that help to enhance the educational experience our students receive.

Cross Island YMCA that provides after school care free of charge for parents. The YMCA offers a variety of.....

NY Roadrunners that has facilitated our travelling fall & winter track teams. Students practice after school twice a week and attend borough and city wide competition.

CAT- The Creative Arts Team- provides 2 8 week residencies on drama performance. 2 resident art instructors works with a staff member to provide this experience to two groups of 20 students.

NYC "SWIM for Life" Provides free swimming lessons to our 2nd grade students. The program runs for...

National Basketball Association NBA- We were diligent throughout the application process and was selected to host an “NBA Fit Day” at our school. Students and parents of children in grades 3, 4 & 5 will have the opportunity to have the NBA training experience in our gymnasium. The NBA will provide all materials and training for our hosting staff members in addition to sending 4 NBA players to host the event in February 2015.

Strengths Accomplishments & Challenges

Our strengths are: ELA instruction, professional development, lowest 3rd data, outside the classroom activities.

We earned a proficient rating on our 2013-14 quality review.

WE are in Good Academic standing

Our survey data conveys that parents are pleased with the education their child is receiving at our school.

Bottom 3rd note.

We need to increase parent involvement

Increasing the number of students who perform at levels 3 & 4 on state assessments.

Providing a variety of resources and supports to meet the needs of students.

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.

In reflection of our **MOSL/School Quality Data 2014-15** we were able to make some conjectures about our instruction: For the third consecutive year, our Math performance data is in the bottom third of our peers, In Math & ELA our lowest third and students receiving services are making progress, this is in contrast to our mid to high level performing students... the data shows that we need to challenge them at their levels to better facilitate their growth, Parents and staff members are aware of the emphasis we place on learning,

Strengths

- Highly qualified staff
- Comprehensive curriculum
- Flexible programming
- Professional development on student engagement & critical thinking.

Needs

- Materials, technology
- High expectations
- Rigor
- Instructional focus
- A shift in mindset to facilitate growth

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, we will increase the number of students in Pre K - 5th grade who meet grade level proficiency in mathematics. Our success will be evidenced by demonstrating growth in: school wide periodic performance assessments, student work products, and decreasing the number of students who perform below grade proficiency (level 1) by 50% on the NYSPA.

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:

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

Target Group(s)

Who will be targeted?

Timeline

What is the start and end date?

Key Personnel

Who is responsible for implementing and overseeing the activity/strategy?

Trust			
<p>We are utilizing the DOE’s Go Math curriculum and Reading Wonders for ELA instruction</p> <p>Teachers have been programmed to instruct the core subjects according to the state mandated allotted times for each grade</p> <p>We utilize the concept of a Professional Learning Community to drive the value in continued learning.</p> <p>We have conducted a review of the ELA and math standards with each grade level team.</p> <p>We have assembled a professional development committee that has driven the quality of professional development based on a comprehensive review of the needs in the building.</p> <p>Our school wide initiatives include: Developing a “Growth Mindset” Deepening Understanding in literacy & math which are all governed by the concept of our professional learning community-PLC</p> <p>Teachers are required to provide two rigorous tasks per month in Math & ELA</p> <p>We have implemented weekly “focus group” periods that provide reinforcement and enrichment to students at their level.</p>	All Students	September 2014-June 2015	Administration, Staff, parents, and students
<p>We implement initiatives to all groups as “school wide”. Therefore, we do not make exceptions for the expectations for the sub groups. Teachers are empowered to utilize additional materials to help support student learning.</p> <p>Professional Development in the areas of identifying and meeting the needs of these students are provided to staff on an ongoing basis.</p> <p>Workshops are provided for ELL students and their parents. We make an attempt to offer support to students in temporary housing by meeting and discussing obstacles.</p>	All Students	September 2014-June 2015	Administration, Staff, parents, and students
<p>At SLT meetings we discuss school wide initiatives and ways to communicate to parents. We discuss a quota goal for parent workshops and meetings to drive the number of parents who participate.</p> <p>Constant communication with PTA executive board to promote trust and collaboration.</p> <p>Monthly calendar includes important school news and dates is sent home the first week of each month.</p>			
<p>We seek to include parents, staff members and community members in our decision making process.</p> <p>Full transparency for all school based decisions.</p> <p>Staff members are an active component of the professional</p>			

development sessions as presenter or observer. There are multiple school level teams that consist of staff and parents working together to meet the needs of the children: <ul style="list-style-type: none"> ✓ Behavior Incentive Team ✓ SIT team ✓ SBST ✓ Consultation Committee ✓ PTA Executive Board ✓ School Leadership Team ✓ Professional Development Committee ✓ Advance Team 			
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Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Staff, support staff, smart boards, computers, document cameras, curriculum materials, consumable curriculum materials, flexible programming, character counts materials, incentive materials, athletic uniforms, coaches, common planning periods.

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	X	Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									
School level fundraising provides funds to facilitate student celebrations, trips, and miscellaneous expenses.									

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.				
In January 2015 we will re assess reading levels and performance on assessments to determine student progress and in turn the effectiveness of our instruction. The focus group instructional periods we will monitor stamina- student ability to complete a high quality rigorous task within a finite time frame.				
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

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.

Data from our schools **2014 Quality Review** and **2014 School Quality Snapshots** shows that safety was an area of concern for parents and staff members; in contrast to the data that shows parents feel that their students are being challenged by staff & students expressed that they feel safe and challenged as per the quality review interviews.

Strengths

- ✓ In reflection of our previous school year we began this school year with new initiatives in place.
- ✓ Removed the S.A.V.E room as a daily part of the school function
- ✓ Reinforced the Character Counts initiative by implementing a behavior incentive team
- ✓ Developed a school wide initiative to reduce the amount of physical altercations that occur
- ✓ Developed a better system of bringing staff, parents, and the community together.

Needs

- ✓ Funding to further support our behavior modification program
- ✓ Funding to increase manpower by 1-2 persons during lunch periods
- ✓ Funding to facilitate parent workshops
- ✓ Parent training

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 school’s comprehensive behavior modification program will reduce the number of OORs related incidents and NYPD related incidents by 50% compared to the prior year.

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>
<ol style="list-style-type: none"> 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 			
Character Counts- The six pillars of character. ✓ The school incentive team established Positive Behavior Intervention Systems-P.B.I.S for all students	All stakeholders	September 2014- June 2015	Administration, Staff, Parents, and Students

<ul style="list-style-type: none"> ✓ Removal of the daily S.A.V.E room ✓ Shifting from a “Fixed” to “Growth” Mindset ✓ Praising student <i>Effort</i> ✓ Shifting to perform as a Professional Learning Community 			
<p>We implement initiatives to all groups as “school wide”. Therefore, we do not make exceptions for the expectations for the sub groups. Teachers are empowered to utilize additional areas of support to assist with behavior modification.</p> <p>Staff members have been provided with electronic versions of the Pre Referral Interventions Manual- P.R.I.M to facilitate behavior modification strategies</p> <p>Professional Development in the areas of identifying and meeting the needs of these students are provided to staff on an ongoing basis.</p>			
<p>At SLT & School Safety meetings we discuss school wide initiatives and ways to communicate them to parents. We discuss a quota goal for parent workshops and meetings to drive the number of parents who participate.</p>			
<p>We include parents, staff members and community members in our decision making process at safety and SLT meetings.</p> <p>Full transparency for all school based decisions.</p>			

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Staff, Parent volunteers, funding to purchase character counts materials and positive behavior reinforcement materials, funding for trips and positive behavior celebrations. Professional development for staff about school wide implementation of the behavior modification program

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	X	Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									
School level fundraiser									

Part 6 – Progress Monitoring

<p>Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:</p> <p>9. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p> <p>10. Specify a timeframe for mid-point progress monitoring activities.</p>
<p>On a <i>monthly</i> basis we review the number of OORs related incidents in comparison to the prior month. In addition, we track physical altercations on a separate tracking form. Each month, students are rewarded with Family Movie Night tickets as part pf the positive behavior community.</p>
<p>Part 6b. Complete in February 2015.</p>

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

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.

In reflection of our **MOSL/School Quality Data 2014-15** we were able to identify some areas that relate to teacher collaboration: We consistently have teachers whose children perform above the schools average in Math and ELA. Our support staff and teachers of students with special needs are beginning to move those students, this is in contrast to our mid to high level performing students... the data shows that we need to challenge them at their levels to better facilitate their growth, Parents and staff members are aware of the emphasis we place on learning,

Strengths

- Highly qualified staff
- Comprehensive curriculum
- Flexible programming
- Professional development on student engagement & critical thinking.

Needs

- Materials, technology
- High expectations
- Rigor
- Instructional focus
- A shift in mindset to facilitate growth

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.

As members of the PS 134 Professional Learning Community; by June 2015, 100% staff members will have attended our professional development sessions *and also* serve as a presenter of a professional development workshop to their peers.

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:

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

Target Group(s)
Who will be targeted?

Timeline
What is the start and end date?

Key Personnel
Who is responsible for implementing and overseeing the activity/strategy?

18. Activities that address the Capacity Framework element of Trust			
<p>Instructional practice is measured by the Danielson effectiveness rubric. Within the rubric we have placed emphasis on domains 2 & 3 (Management and Engagement) to drive our school’s instructional focus. Teachers ability to collaborate as members of our PLC will be evaluated through domains 1 & 4 (Planning/Preparation & Professional Responsibility)</p> <p>In addition, every staff member will have participated on a school team as a means to help achieve our mission. As members of the PS 134 PLC, we will continue to seek out best practices and implement them in a collaborative manner utilizing our allotted professional development time where all teachers will attend, research share and turn key strategies and best practices with their peers on grade or whole staff.</p>	All pedagogical staff	September 2014-June 2015	Administration, Teaching staff
<p>We implement initiatives to all groups as “school wide”. Therefore, we do not make exceptions for the expectations for the sub groups. Teachers are empowered to utilize additional areas of support to assist with behavior modification.</p> <p>Staff members have been provided with electronic versions of the Pre Referral Interventions Manual- P.R.I.M to facilitate behavior modification strategies</p> <p>Professional Development in the areas of identifying and meeting the needs of these students are provided to staff on an ongoing basis.</p>			
<p>We share best practices at PTA & SLT meetings. On an individual basis, parents are notified in writing to place emphasis on practices that should be mirrored at home or verbally during focus meetings when discussing improving student learning.</p>			
<p>Parent workshops and letters home to communicate strategies and best practices.</p>			

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Staff, support staff, smart boards, computers, document cameras, curriculum materials, consumable curriculum materials, flexible programming, character counts materials, incentive materials, athletic uniforms, coaches, common planning periods.

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	X	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:

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.

As members of the PS 134 Professional Learning Community; by June 2015, 100% staff members will have attended *and* presented a workshop to their peers. In addition every staff member will have participated on a school team as a means to help achieve our mission.

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

21.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
22.	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 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

- | | |
|-----|--|
| 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. |

In reflection of our MOSL/School Quality Data 2014-15 we were able to make some conjectures about our instruction: For the third consecutive year, our Math performance data is in the bottom third of our peers, In Math & ELA our lowest third and students receiving services are making progress, this is in contrast to our mid to high level performing students... the data shows that we need to challenge them at their levels to better facilitate their growth, Parents and staff members are aware of the emphasis we place on learning,

Strengths

- ✓ Highly qualified staff
- ✓ Comprehensive curriculum
- ✓ Flexible programming
- ✓ Professional development on student engagement & critical thinking.

Needs

- ✓ Materials, technology
- ✓ High expectations
- ✓ Rigor
- ✓ Instructional focus
- ✓ A shift in mindset to facilitate growth

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 , 100% of staff members achieving at least “effective” in components 2b- Establishing a Culture for Learning & 3c- Engaging Students In Learning of the Danielson teacher effectiveness rubric.

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			

<p>subgroups (e.g., overage/under-credited, SIFE, STH).</p> <p>27. Strategies to increase parent involvement and engagement</p> <p>28. Activities that address the Capacity Framework element of Trust</p>			
<p>The Danielson Teacher Effectiveness Rubric.</p> <p>Ongoing Professional Development in the area of: Student Engagement, Shifting Mindsets, Praising Effort, and being an active member of the Professional Learning Community.</p> <p>Teachers are mandated to maintain and bring their professional development journals to each workshop.</p> <p>For outside the building professional development teachers provide feedback in response to our instructional focus.</p> <p>Programming with a purpose: common preps on the grade. Built in focus group periods.</p> <p>Building Capacity: Teachers are given autonomy on selection of practices.</p> <p>Instructional Focus</p> <p>Teacher Feedback</p>	All pedagogical staff	September 2014-June 2015	Administration, and Teaching staff
<p>We implement initiatives to all groups as “school wide”. Therefore, we do not make exceptions for the expectations for the sub groups. Teachers are empowered to utilize additional areas of support to assist in achieving goals.</p>			
<p>Transparency at all general meetings PTA, SLT, & parent workshops.</p> <p>Multiple modes of communication: Written form, Verbal, Email, Voice Messaging system to share important news.</p> <p>A.I.R approach- Secretary or parent coordinator understands that they must <i>Acknowledge</i> every parental concern and explain that the matter will be <i>Investigated</i> and that a <i>Resolution</i> will be met.</p>			
<p>Parent workshops in addition to literature and verbal discussions at PTA, SLT, and intervention meetings.</p>			

Part 4 – Resources Needed

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

Comprehensive curriculum
 Flexible Programming
 Highly Qualified Staff
 Instructional Focus

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:
 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.

Teachers are observed twice a month at minimum in reference to achieving success within the components of the Danielson rubric. Teacher performance will be compared to feedback given from previous observations to assess growth towards an effective or “highly effective” rating.

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.

Strengths

We have successfully partnered with vendors, community based organizations, politicians, parents, and corporate sponsors to help provide the best educational experience possible to students.

- ✓ Cross Island YMCA
- ✓ Creative Arts Team- CAT
- ✓ Swim For Life
- ✓ Dancing Classrooms
- ✓ National Basketball Association-NBA
- ✓ Resolution-A Funding to support technology
- ✓ Pathmark
- ✓ White Castle
- ✓ Costco
- ✓ Walgreens
- ✓ 103rd Precinct
- ✓ Cornell University Nutrition & Health Awareness for Parents
- ✓ Forestdale Parenting classes

Needs

- ✓ Funding to facilitate school-based community events
- ✓ Parental training workshops
- ✓ Involving more parents in the school building
- ✓ Increasing participation at PTA and title I meetings
- ✓ Increase participation at parent workshops
- ✓ Establish ongoing communication with political representation

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 the number of community based partnerships and collaborative events will increase by 25% In order to:

- ✓ Develop a sense of civic responsibility in our students
- ✓ Broaden student horizons about college and careers
- ✓ Provide a deeper educational experience
- ✓ Provide opportunities outside of ELA and Math performance for students to feel positive about.

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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			
As one of the pillars of NYC mission statement, Collaboration and Community involvement is essential to the success of any school. We provide professional development based on Ronald Ferguson’s 7C’s to promote caring and collaboration	All neighborhood constituents	September 2014-June 2015	Administration, PTA, SLT, Parent Coordinator
Every collaborative initiative is to serve ALL students. There is no differentiation for students with special needs. For SIFE or STH students, our Parent Coordinator reaches out to the individual families to offer support in areas of need			
We have set a goal to host 4 community based events at our school.			
We practice transparency in planning all collaborative events. Parents are given an opportunity to provide feedback and make decisions on the best methods to plan effective events			

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"> ✓ Parent and Staff Volunteers ✓ Funding to facilitate special events ✓ NYCDOE Literature to help reinforce expectations for parents ✓ Funding to facilitate school trips

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	X	Title III	X	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.

In January 2015, the SLT will review the number of events conducted with respective attendance data to assess participation and level of success.

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

41. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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42. 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 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)	Reading below grade level And/or below level 2 on NYS assessment	Intensive reading strategies	Small group	Grades 1-2 One period a week. Grades 3-5 Two periods a week
Mathematics	Performing below grade level on classroom assignments and school level assessments And/or scoring below level 2 on NYS assessment	Standards based practice and review	Small group	Grades 1-2 One period a week. Grades 3-5 Two periods a week
Science				
Social Studies				
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Students that exhibit volatile behaviors as a result of ongoing emotional or circumstance issues.	Peer mediation, counseling sessions	Individual or whole group	1-5 periods a week as per at-risk or IEP mandates

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
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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.

The network provides support in verifying a potential hire’s eligibility. We follow those guidelines set forth by NYC and only hire those who are fully licensed for each respective assignment.

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).

We have established a system of staff going out to or researching topics set forth by our professional development committee and then presenting workshops to their peers. All staff members will have participated in every facet. Administration attends workshops offered by the network, NYC, or other entities as it pertains to leadership and school improvement.

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.).

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.

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	\$209,690	X	
Title I School Improvement 1003(a)	Federal	N/A		
Title I Priority and Focus School Improvement Funds	Federal	N/A		
Title II, Part A	Federal	\$77,814	X	
Title III, Part A	Federal	\$11,200	X	
Title III, Immigrant	Federal	N/A		
Tax Levy (FSF)	Local	\$2,447,346	X	

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 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) Template

PS 134's Parent Involvement Pledge 2012-13

How PS 134 Will Implement Required Parental Involvement Policy Components

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

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

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

4. PS 134 will take the following actions to involve parents in an annual evaluation of the content and effectiveness of this parental involvement policy to improve school quality. The SLT will review yearly environment survey data, public school data, and reflect

on the parent involvement activities that took place during the school year with close attention to parent participation. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background.

5. The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary and with the involvement of parents its parental involvement policies.

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

specifically described below:

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

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

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

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

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

i. the State's academic content standards

ii. the State's student academic achievement standards

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

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

b. The school will provide materials and training to help parents work with their children to improve their children's academic achievement,

such as literacy training, and using technology as appropriate to foster parental involvement

c. The school will with the assistance of its parents, educate its teachers, pupil services personnel, principal and

other staff, in how to reach

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

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

activities/workshops/ performances at the school.

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

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

School-Parent Compact (SPC) Template

P.S. 134's Parent Pledge

Parent/Guardian Responsibilities:

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

- Monitoring my child's attendance and ensuring that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent.
- Ensuring that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age.
- Checking and assisting my child in completing homework tasks, and have discussions about what was taught in class. I will also provide a quiet time and place for homework.
- Making it the utmost priority to read to my child and/or discuss what my child is reading each day (for a minimum of 20 minutes).
- Setting limits to the amount of time my child watches television, plays video games, or spends time on the internet.
- Promoting positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- Encouraging my child to be respectful; follow school rules & regulations and discuss this document with my child;
- Volunteering in my child's school or assist from my home as time permits.
- Participating, in the decisions relating to my child's education.
- Communicating with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district.
- Promptly responding to surveys, feedback forms and notices when requested.
- Taking an active part in the school's Parent-Teacher Association; or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- Accepting the responsibility to make academic achievement my child's main focus.

Signed X _____ Date: / /

As a 5th grade student at PS 134, I Pledge to:

Show Respect by being an active listener & following directions.

Be Trustworthy & Fair at all times whether an adult is present or not.

Be Responsible for what I say and do.

Show that I Care about others' feelings.

Be supportive of my peers and not hurt them.

Practice Citizenship by offering my time and effort when needed.

Be the hardest working student I can be.



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: Hollis/P.S. 134Q	DBN: 29Q134
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: 32
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: 2
of certified ESL/Bilingual teachers: 1
of content area teachers: 1

Describe the direct instruction supplemental program here and include the

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

Begin description here: The Title III program at PS 134Q has been designed to further develop language acquisition for non-English speaking students who are new to the United States, students who speak English as a second language as well as students with interrupted formal education. Participating students from grades 3, 4, and 5 attend the program two days a week 2:30P.M.-4:30P.M., for approximately 20 sessions beginning January, 2015. Two students who tested out of NYSESLAT (last year), whose data shows are struggling to meet grade level standards are included in the Title III program. Except for the students who tested out, participating students in the Title III program are children who are serviced through our English as a Second Language (ESL) program during the regular school day. The distribution of applications went to approximately thirty-two students (eight who have an Individual Education Plan-IEP).

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

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

Using the data from the New York State assessments, the New York State English as a Second Language Test (NYSESLAT), and the child's academic history, students are grouped according to their ability levels (low, intermediate or advanced), rather than by grade. Grouping the students in this way will allow teachers to help students further develop their use of English, prepare them the NYSESLAT by providing practice with the types of questions they will encounter on each unit of the test (speaking, listening,

Part B: Direct Instruction Supplemental Program Information

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

Program Structure

The program is structured to:

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

During the regular school day students receive instruction from teachers who have a common branch license and/or a license in a specialty area, i.e., science, technology, art education. While participating in the Title III program, students will spend one hour receiving math instruction one day a week and one hour of science instruction one day a week. On both days of the program, the students will receive direct instruction from the ESL teacher. This is accomplished by having the two teachers who teach ESL flip flop between the groups of students. One will teach the math group for one hour a week (Wednesdays) and the science group for one hour (Thursday). While the first teacher is providing content area instruction, the other teacher is providing instruction that supports language development. This structure will allow us to provide content area instruction in the areas of science and mathematics and continue with an extensive ESL program (two hours for each of the two days of the Title III After School Program). The Common Core Learning Standards (CCLS) dictates the need to increase the level of expectation and instruction in literacy, mathematics and writing. Providing more vocabulary development, building background knowledge and giving clear examples by modeling the process and strategies will help students make academic gains as well as strengthen their use of the English language. In addition to the instructional hours teachers will meet weekly to plan and to discuss the progress of the students. The English language liaison from Children's First Network 2.05 will also be invited to present strategies to the teachers that can be used to further develop the English Language Learners' use and understanding of English. Some of the online interactive materials used in the program include: Brain Pop ESL and Merit Software (both further language and vocabulary development).

Part C: Professional Development

Part C: Professional Development

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

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

Begin description here: The approach to professional development is to provide classroom teachers as well as teachers working in the Title III program with the knowledge base that will support the work needed to help our ESL students with language development, content area subjects and to successfully achieve high standards on all assessments, including the NYSESLAT, the New York State assessments in English Language Arts, Mathematics and Science. Professional development for teachers is accomplished through the utilization of the Children's First Network 2.05 liaison for English Language Learners. The professional development sessions given by the Network will be half day or for the entire school day, depending on need and topic. Academic support will come from specialists in literacy, mathematics, special education and early childhood, the utilization of special education data (SEGIS), as well as school based pedagogues with specialty areas. For example: the reading teacher, classroom teachers, speech teachers, the science cluster teacher. The schedule for professional development will be as followed: Teachers providing instruction for the Title III program will meet with colleagues during a common preparation period to accommodate the schedule of the presenters. The workshops can take place throughout the year during the time designated for teacher professional development. Some of the topics for professional development may include:

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

Professional development is also provided during school-wide professional development afternoons to discuss best practices for providing instruction in the classrooms. For example, all teachers are using the Reading Wonders program for literacy instruction. This program outlines differentiated instruction for English Language Learners. ELL's work in small groups and are encouraged to collectively use their background knowledge to make predictions, and to solve problems while reading genres from diverse cultures. The program includes books for students with limited English and the teachers are able to access supplementary materials on line for classroom instruction and practice. Take a Minute for ELL is a website for teachers to become familiar with strategies that can be used with the English Language Learners. In addition the school's administrators meet to interpret data and articulate the concerns of our ELL students, and the support and guidance that needs to be given to teachers in order to see evidence of increased academic rigor.

Part D: Parental Engagement Activities

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

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here: Understanding parent involvement is essential to the success of the school, parents of ELLs are encouraged to come to the school early in the school year to meet with their child's teachers and to find out about the curriculum. After registering the ELL student, parents/guardians are introduced to the Parent Coordinator, where their questions/concerns are translated (if needed). Based on the Home Language Survey, ELLs are identified and parents/guardians are invited to the Parent Orientation meeting. During this meeting they view a video in their native language that explains the ESL program. After the video there is an opportunity to ask questions (again translation is provided). Other parent workshops are offered throughout the year and the parent coordinator works in conjunction with the school administrators to outline workshop topics. The topics are decided based on the needs of the students and at the request of the parents. Topics may include: Test Taking Strategies in English Language Arts and Mathematics, NYSESLAT: What Does It Look Like and Helping My Child Prepare, Developing Good Reading habits at Home, Homework Help, Using the Computer to Access Student Data, and/or Interpreting Student Data. Parents and guardians are also shown how to use technology to create practice work for their children to do at home (ARIS). Parents/Guardians are given the best educational websites to explore different genres and content area material and how to navigate the sites are modeled for them. Using the resources offered parents can support the learning that takes place in school.

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

Part E: Budget

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

Allocation Amount: \$ _____

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits)	_____	_____

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.
<ul style="list-style-type: none"> • Per session • Per diem 		
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	_____	_____
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____

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

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

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	1
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)		Total number of ELLs	51	ELLs as share of total student population (%)	%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes, refer to the separate periods in a day in which students are served. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														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	2	2	2	2	2	2								12
SELECT ONE														0
Total	2	2	2	2	2	2	0	0	0	0	0	0	0	12

B. ELL Years of Service and Programs

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

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

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	37	1	9	14	0	6	0	0	0	51
Number of ELLs who have an alternate placement paraprofessional: _____										

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0													

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

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	3	1	3	1	2	3								13
Chinese														0
Russian														0
Bengali														0
Urdu		1			1	1								3
Arabic						2								2
Haitian	3	2	4	3	6	8								26
French			1											1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	2		1		2	1								6
TOTAL	8	4	9	4	11	15	0	51						

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	4	1	5	0	1	4								15
Intermediate(I)	2	1	2	1	6	4								16
Advanced (A)	2	2	1	3	4	8								20
Total	8	4	8	4	11	16	0	51						

NYSESLAT Modality Analysis

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

NYSESLAT Modality Analysis

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

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	8	1			9
4	10	3		1	14
5	6	2			8
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	8		1						9
4	10	2	5						17
5	6		2						8
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	1								1
8									0

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.
In the early grades literacy is assessed Fountas and Pinnell and the upper grades are administered the NYC assessment. This includes running records, on demand writing, sight words, spelling, phonics/phonemic awareness and letter recognition. Many ELL students in grades K-2 are able to decode and identify sight words and high frequency words. However, others struggle with sight

word recognition, decoding words, beginning, ending and medial sounds, and letter sound association. Most students also have difficulty understanding stories that they can fluently read. Therefore, extra support and programs are put in place to help students obtain the skills needed to develop their writing skills. ELLs receive daily lessons to improve their organization, vocabulary and writing mechanics. The Extended Day Program, which meets twice a week for 50 minutes and the Title III Program which meets twice a week for 2 hours per day, provide differentiated and small group instruction. Students receive instruction in grammar, syntax, vocabulary development, phonemic awareness, decoding skills and the writing process.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
Looking at the data from the NYSESLAT and the results of the ELL Periodic Assessment, patterns across proficiency levels and grades show that ELL students acquire the listening and speaking skills more rapidly than the reading and writing skills. The writing skills are the most difficult to attain.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

Paste response to question here:

4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

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

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

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

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

Paste response to question here:

7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?

Paste response to questions here:

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

Paste response to question here:

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
All students who are new to the NYC school system are asked to complete a Home Language Identification Survey. Staff members who speak the same language as the incoming family are available to assist parents/guardians when completing the HLIS. When a parent indicates that a language other than English is spoken in the home, the student is administered the LAB-R (the NYSISTEL starting in February 2014) to assess his/her English proficiency level. The score determines whether a student needs ESL services. Students who are entitled to receive ESL are placed in monolingual classes and receive the appropriate units of ESL per day. This is determined by their LAB-R (NYSISTEL starting in February 2014) score. When a student scores at the beginning or intermediate level he/she receives 360 minutes of ESL instruction per week. Students who score at the advanced level receive 180 minutes of ESL and 180 minutes of ELA instruction as per CR Part 154. The program that would allow students to receive instruction in their native language and support as they developed their listening, speaking, reading and writing skills in English (Transitional Bilingual Education-TBE Program) is not offered at PS 134Q because there are not enough students (at least 15) who speak the same language in the same grade to have the program at our school. However, if a student only speaks his/her native language, a staff member is available for translation. Even without a TBE program, parents overwhelmingly choose to keep their child(ren) in the ESL program at PS 134.
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
The ESL teacher and the parent coordinator make every effort through telephone calls and verbal communication to ensure that parents attend the parent orientation meeting. At the orientation meeting, parent can watch the Parent Orientation Video in their home language and they are provided with a translator to ensure that they fully understand and can communicate their ideas.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
Parent Survey and Program Selection forms are completed at the orientation meeting. Every effort is made to reach out to every parent of newly enrolled ELL. If a student is identified as needing ESL services, he/she is placed in a monolingual class and receives the mandated units of ESL as per CR Part 154. The Home Language Identification Survey forms along with the Parent Survey and Program choice forms are safely secured in the school building.
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
Students are placed in age appropriate grades. They are also tested in reading and math in their native language. This process enable us to offer early intervention to students who come to us with academic delays. We also work with the parent in an effort to provide the child with the best chance of succeeding in the academic world.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
The NYSESLAT schedule is included in our April and May calendar every year. Notices and reminders are sent to parents and guardians and we allocate enough time for make-ups. More than one teacher administers the NYSESLAT. Every ELL student at our school takes all four parts of the test every year.
6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 
After attending the parent orientation meeting, 100% of our parents have chosen to have their children placed in the ESL program at PS 134Q. Their choice is based on many factors: 1) they want their child to be immersed in English and learn it as quickly as possible; 2) the school does not offer a Transitional Bilingual Education (TBE) program or a dual language program and does not have the number of students speaking a specific language to do so; 3) they want to keep their child in the zoned school.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs](#))

- a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
- b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

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

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

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

3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

Different methods and strategies are used to help make content comprehensible and to foster language development. TPR (Total physical Response) is used more often with the newcomers to enable them to participate more easily in group activities. Collaborative learning provides students opportunities to work cooperatively in heterogeneous groups to solve problems and work on group projects. It helps students develop interpersonal skills and gain practice in the use of both the academic and the social language.

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

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

Paste response to question here:

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
The ELL Periodic Assessment which includes a listening section, a reading section and a writing section is administered three times a year and the data is used to help us improve our program and offer additional support where it is needed.
6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6+ years).
 - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

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

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

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

Paste response to question here:

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

Paste response to question here:

Courses Taught in Languages Other than English ⓘ

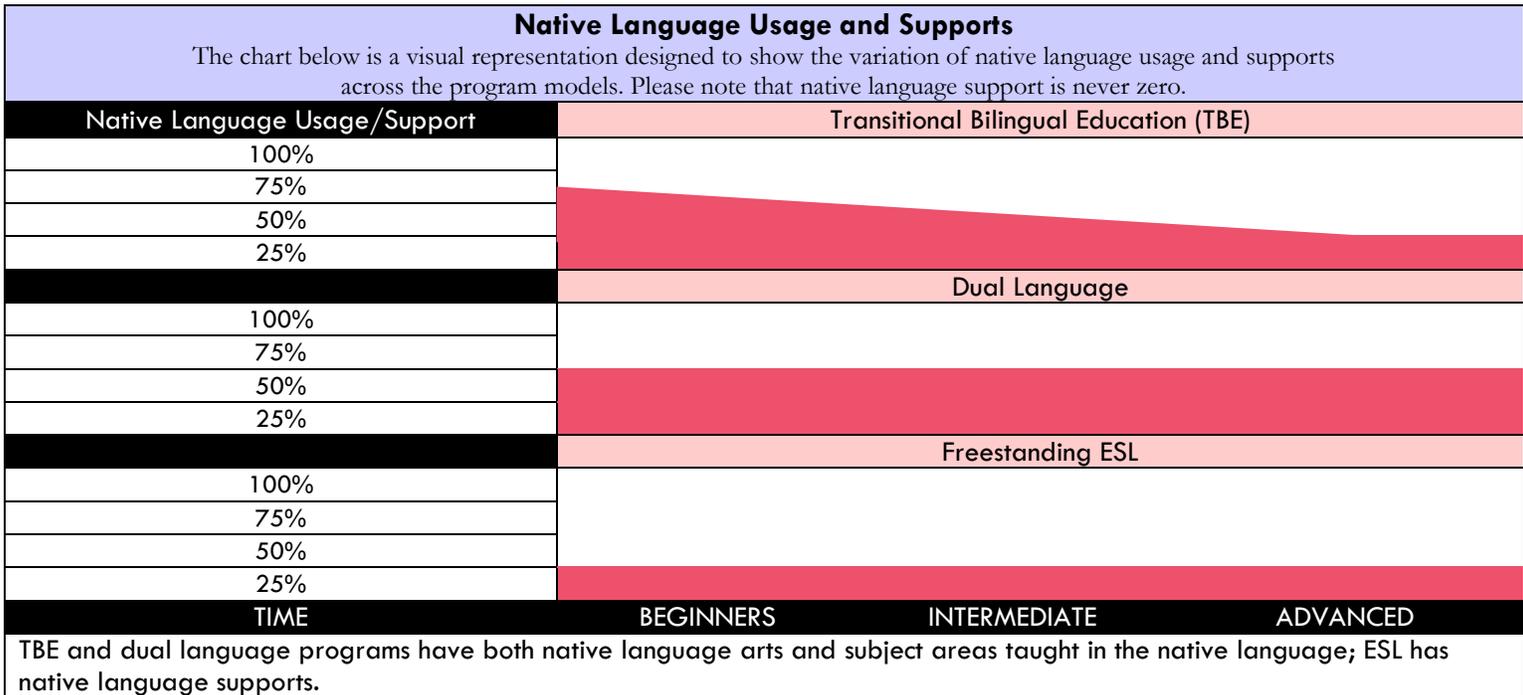
NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

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

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

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.

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

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

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

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

Paste response to question here:

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

Paste response to question here:

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

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

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

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

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

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

Paste response to question here:

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

Paste response to question here:

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

Paste response to question here:

18. What language electives are offered to ELLs?

None

19. For schools with dual language programs:

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

C. Professional Development and Support for School Staff

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

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

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

D. Parental Involvement

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

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

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: _____

School DBN: _____

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01

	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other _____		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 29Q134 School Name: The Langston Hughes

Cluster: 2 Network: 2.05

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

Part A: Needs Assessment Findings

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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

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