

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

22K134

School Name:

P.S. K134

Principal:

DEBRA RAMSARAN

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: PS 134K School Number (DBN): 22K134
Grades Served: K-5
School Address: 4001 18th Avenue, Brooklyn NY 11218
Phone Number: (718) 436-7200 Fax: (718) 854-4115
School Contact Person: Debra Ramsaran Email Address: dramsar@schools.nyc.gov
Principal: Debra Ramsaran
UFT Chapter Leader: Mary Ellen Walsh
Parents' Association President: Natasha Wimmer
SLT Chairperson: Danielle Valk
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Maria Mancini
Student Representative(s):

District Information

District: 22 Superintendent: Julia Bove
Superintendent's Office Address: 5619 Flatlands Avenue, Brooklyn NY 11234
Superintendent's Email Address: jbove@schools.nyc.gov
Phone Number: (718) 968-6115 Fax: (718) 968-6252

Borough Field Support Center (BFSC)

BFSC: Team 5 Director: Chery Watson-Harris
Director's Office Address: 415 89th Street Brooklyn NY 11219
Director's Email Address: CWatson21@schools.nyc.gov
Phone Number: 718-759-4862 Fax: 917-834-7218

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 that they have been consulted with 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 first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*.
3. 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. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. 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)
Debra Ramsaran	*Principal or Designee	
Mary Ellen Walsh	*UFT Chapter Leader or Designee	
Natasha Wimmer	*PA/PTA President or Designated Co-President	
Denise Stein	DC 37 Representative (staff), if applicable	
Maria Mancini	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Regina Squadrito	Member/ Assistant Principal	
Danielle Valk	Member/ Teacher/Chairperson	
Jasmine Yan	Member/Classroom Teacher	
Ana Hagucl	Member/ Parent/ESL	
Karen Rangel	Member/ Parent	
Silvia Moss	Member/ Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Josefina Salazar	Member/Parent	
	Member/	

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 new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

The Framework for Great Schools and CEP Development



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. 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 activities and strategies that improve outcomes for students.

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 Framework for Great Schools 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 two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

The Six Elements of the Framework for Great Schools
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.
Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

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.

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.

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.

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 administrators value each other.

The Quality Review and the Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, 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 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students’ academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor’s Regulations A-655](#).
- **Step 2:** 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.
- **Step 3:** Revisit your school’s current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you’ve identified, and will help your school community know when you’ve reached your goal.

- **Step 4:** 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.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** 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 activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan 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:

1. 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.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

Mission Statement

At P.S. 134, we are dedicated to creating a learning environment that strives for excellence and sets high expectations for all students. This is achieved through rigorous, standards-based curricula and differentiated instruction. All students are held accountable to meet these standards. Together, the home and school community instill respect and inspire a love for learning.

P.S. 134 is a K- Grade 5 School in the Kensington section of Brooklyn. The school is composed of two buildings that share a small common yard. The mini building serves as an Early Childhood Center which houses Kindergarten and first grade, the main building houses 2nd to 5th grade. Currently, there are 572 students enrolled at P.S. 134.

The students represent diverse ethnic populations. Many of the children who attend the school are from families who are new immigrants. This diversity helps to create a rich cultural environment in the school.

Classrooms are designed around a print rich environment with common features across grades such as classroom libraries, areas for differentiated instruction and classroom computers. Two Literacy Resource Rooms provide teachers with an extensive collection of instructional materials to meet the needs of all students.

Curriculum

P.S. 134 uses a Balanced Literacy Approach for the teaching of reading. This program demonstrates our belief that all children are readers and writers, and they learn best when they are immersed in a rich literacy environment. The key components of our Literacy Program include: Reading Workshop (Mini-Lesson, Independent/ Partner Reading), Read Alouds, Guided Reading, Shared Reading and Word Study. We are a Teachers' College Reading and Writing Project School. We implement daily Writing Workshops consisting of Mini-Lessons (Connect, Teach, Active Engagement, Link), Independent Writing and Share Time.

Go Math is used in all grades and lays the groundwork for mathematical literacy. The Go Math program provides time for whole group instruction, partner work and individual differentiated activities. Students are encouraged to explain and discuss their mathematical thinking.

Classroom science instruction is taught using a hands-on program aligned with the NYC and NYS science standards. A Science Specialist Teacher supplements this instruction using an inquiry-based approach. Social Studies instruction is taught using an integrated approach aligned with the NYS standards.

Instructional Technology enhances the learning in all curriculum areas. All children participate in art, music, technology, and physical education.

Academic Programs

- Teachers College Reading and Writing Program
- AIS Support

- School Library

- Technology Lab

ESL Supplemental Morning Program

- Science Lab

Teacher Support

- New Teacher Workshops
- Teachers' College Professional Development Workshops
- Teachers' College Staff Developer
- Differentiated Professional Learning
- Reading Coach/ Math Coach
- Common Planning Time
- Intervisitations
- Professional Literature

Special Programs

- School Chorus
- School Assemblies
- School Concerts: Holiday Concert, Brotherhood Concert, Dance Festival
- Student Recognition Programs: Student of the Month, Random Acts of Kindness, Attendance Award, Caught Being Super
- Book of the Month
- Penny Harvest
- Respect for All

PS 134 has a growing ELL population. These students face many challenges such as becoming acclimated to a new culture and way of life while at the same time learning a new language. This challenge is magnified for students who enter the educational system at the upper grade levels.

One element of the Framework for Great Schools in which the school made the most progress of the past year is Collaborative Teachers. Professional development was provided based on the needs of the school and the teachers. This learning was then transferred to the instruction provided by the teachers. The teachers also engage in intervisitations to

see and learn from the best practices of their colleagues. In addition the teachers worked in vertical teams to engage in inquiry work. The result of this work was then shared with the school community. Another element in which progress was made over the past year is Rigorous Instruction. The school continued to use the Teacher's College Reading and Writing Project to help students meet their grade specific Common Core Learning Standards. The program has helped to develop the students' ability to think critically and reason. Another program, Go Math, has enabled the students to do this as well.

The key area of focus for the school year is Strong Family Community Ties. We will work to develop and bring more resources into the school, such as CBO's to help meet the needs of all students while supporting classroom instruction. The school will continue to work to find ways to support new families as they enter the school.

22K134 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	575	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population		92.9%	% Attendance Rate	94.8%
% Free Lunch		72.3%	% Reduced Lunch	0.6%
% Limited English Proficient		20.2%	% Students with Disabilities	15.7%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native		N/A	% Black or African American	15.9%
% Hispanic or Latino		18.4%	% Asian or Native Hawaiian/Pacific Islander	36.0%
% White		29.8%	% Multi-Racial	N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)		6.73	# of Assistant Principals (2014-15)	1
# of Deans (2014-15)		N/A	# of Counselors/Social Workers (2014-15)	1
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)		N/A	% Teaching Out of Certification (2013-14)	N/A
% Teaching with Fewer Than 3 Years of Experience (2013-14)		0.1%	Average Teacher Absences (2013-14)	5.05
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4		43.5%	Mathematics Performance at levels 3 & 4	66.5%
Science Performance at levels 3 & 4 (4th Grade)		94.8%	Science Performance at levels 3 & 4 (8th Grade)	N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4		N/A	Mathematics Performance at levels 3 & 4	N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits		N/A	% of 2nd year students who earned 10+ credits	N/A
% of 3rd year students who earned 10+ credits		N/A	4 Year Graduation Rate	N/A
6 Year Graduation Rate		N/A		
Overall NYSED Accountability Status (2014-15)				
Reward			Recognition	
In Good Standing		X	Local Assistance Plan	
Focus District		X	Focus School Identified by a Focus District	
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	YES
Hispanic or Latino		YES	Asian or Native Hawaiian/Other Pacific Islander	YES
White		YES	Multi-Racial	N/A
Students with Disabilities		YES	Limited English Proficient	YES
Economically Disadvantaged		YES		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	YES
Hispanic or Latino		YES	Asian or Native Hawaiian/Other Pacific Islander	YES
White		YES	Multi-Racial	N/A
Students with Disabilities		YES	Limited English Proficient	YES
Economically Disadvantaged		YES		
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		YES		
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5A – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–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.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

Based on the 2014-2015 school year data, out 143 formal and informal observations in which Danielson component 3b (Using Questioning and Discussion techniques) was measured, 84% of the ratings were effective or highly effective.

Strengths

- Opportunities for turn and talk
- Students asked to justify or explain answers
- Variety of questions
- Call on many students

Needs

- Teachers mediating all conversations
- Whole class discussions
- Higher level questioning in math and writing

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, 88% of all informal and formal observations will result in ratings of Effective or Highly Effective on Danielson component 3b (Using Questioning and Discussion techniques)

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	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?
Use Monday professional learning time to engage the staff in work around Depth of Knowledge and formulating questions to support math and writing.	All staff members	September 2015 – June 2016	Principal Assistant Principal Staff Developers Coaches
Use the Teachers College Staff developer as well as the school’s literacy and math coaches to provide individualized support for the teachers based on the needs of the students in their class such as ELL and Special Education students.	All staff members	September 2015 – June 2016	Principal Assistant Principal Staff Developers Coaches
Intervisitations to teachers who have shown strengths in this area.	All staff members	September 2015 – June 2016	Principal Assistant Principals Coaches Other staff members
Work with the Parent Association to host sessions for the parents on types of questions the students will be asked and what makes a high-level question.	All parents	October 2015 – June 2016	Staff developers Coaches

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Staff developers, coaches, per diem teachers to provide coverage for intervisitations, Teachers College Staff Developers to support this work in the classroom, materials such as professional reading on questioning, Monday professional learning time, Go Math materials, Teachers College reading and writing curriculum.
Part 4b. 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 SWP		Title I TA	X	Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

- Mid-point will occur after the second round of observations. This historically has occurred in January.
- Progress will be indicated by the number of observations resulting in teachers moving from ineffective and developing to effective and highly effective in Danielson component 3b.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5B – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

Strengths:

- A review of the data in this category shows that of 143 informal and formal observations in Danielson Domain 2a (Creating an Environment of Respect and Rapport), 99% of teachers were rated effective or highly effective.
- For the 2014-2015 school year, P.S 134 did not have any suspensions as documented by OORS
- As of May 2015 there was an increase in the attendance rate of 1% from the prior year as noted on the Attendance Summary reports
- On the Quality Review the school received a rating of “Well Developed” in the area of School Culture.

Needs

- Communication with families on college and career readiness

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, the school will receive an overall rating of “Well Developed” on the Quality Review in the category of School Culture.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Provide workshops for the parents as well as other forms on communications to apprise parents of how to best prepare their students for college and career readiness.</p>	<p>All parents</p>	<p>October 2015 – June 2016</p>	<p>Guidance Counselor Parent members Parent Coordinator</p>
<p>Develop a monthly Principal newsletter to inform teachers of best practices</p>	<p>All staff members</p>	<p>September 2015 – June 2016</p>	<p>Principal Assistant Principal Staff Developers</p>
<p>Provide oral and written translations for the parents to support them as they work with their children.</p>	<p>All parents</p>	<p>September 2015 - 2016</p>	<p>Staff members</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>Guidance counselor, Assistant Principal, materials for college and career readiness, schedule time for workshops, Parent Coordinator, staff members</p>											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy	X	Title I SWP		Title I TA	X	Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
<p>The school’s midpoint benchmark will take place in February 2016. It will be measured by the number of workshops conducted, Principal newsletter distributed and materials translated.</p>

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5C – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

Strengths:

- An analysis of the formal and informal observations for the 2014-2015 school year shows that 97% of all teachers were rated effective or highly effective overall.
- 100% of all teachers participated in professional learning opportunities to improve teaching and learning
- Received an overall rating of “Well Developed” on the 2014-2015 Quality Review in the area of Systems for Improvement
- 100% of classroom teachers participated in intervisitations as well as leading professional learning sessions.

Needs

- Improve student performance and progress on the ELA test
- Improve student performance and progress on the State Math test
- Improve reading levels of students

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, 100% of the teaching staff will engage in professional development opportunities designed to improve both teacher practice as well as student outcomes resulting in a 3-5% increase of all students in grades 3-5, inclusive of English Language Learners, Students with Disabilities and students in the lowest third achieving a level 3 or 4 on the New York State English Language Arts test.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote teacher-parent collaborations to improve student achievement. 	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>
Unpack the Common Core Learning Standards to more closely teaching to requirements of the standards	All staff members	September 2015 to June 2016	Principal Assistant Principal Staff Developers Coaches
Weekly professional learning opportunities improve both teaching and learning	All staff members	September 2015 to June 2016	Principal Assistant Principal Staff Developers Other staff members
Use learning progressions, student goal sheets and other student self-assessment tools to increase expectations	All staff members	September 2015 to June 2016	Staff Developers Coaches TC Staff Developers Other staff members

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Teachers College Staff Developers, Teachers College Reading and Writing program, staff developers, coaches, professional development time, per diem teachers to support professional development, classroom materials											
Part 4b. 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 SWP		Title I TA	X	Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

In February / March 2016, the mid-year assessments in reading, writing and math will be analyzed and compared to the benchmark assessments given in September 2015 to measure student growth and progress.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5D – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

Strengths:

- All observations done in a timely manner
- Feedback given in a timely manner
- Feedback given to meet the needs of teachers and foster teacher growth
- Instructional focus a part of the feedback given to the teachers
- Summative conferences in held in a timely manner using observation to promote teacher professional growth

Needs:

- Use more varied sources to support teachers in their professional growth

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, the school will receive an overall rating of “Well Developed” on quality indicator 4.1 (Teacher Observation, Feedback and Support) as measured by the Quality Review and/or Principal Performance Overview processes.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Create an outline to complete all observations within a timely manner and focus observation feedback around the instructional focus</p>	<p>All teachers</p>	<p>September 2015 – June 2016</p>	<p>Assistant Principal Principal Teachers</p>
<p>Enter all information into Advance in a timely manner</p>	<p>All teachers</p>	<p>September 2015 -June 2016</p>	<p>Assistant Principal Principal</p>
<p>Schedule classroom visits with Staff Developers to accelerate teacher growth</p>	<p>All teachers</p>	<p>September 2015 – June 2016</p>	<p>Assistant Principal Principal Staff Developers</p>
<p>Monthly meetings to review observations by the administration to look for school, grade and individual trends</p>	<p>All teachers</p>	<p>September 2015 – June 2016</p>	<p>Assistant Principal Principal</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>Schedule observations, Assistant Principal, staff developers, Talent Coach</p>											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy	X	Title I SWP		Title I TA	X	Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
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At the end of January/ beginning of February, the administration will analyze the number of observations completed/ still to complete. The school should be at the 50% benchmark at the point. Reviewing observations will take place monthly.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5E – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

Strengths:

- High attendance by parents at events at the school such as Parent Teacher Conferences and the Holiday Concert
- Monthly workshops to guide parents in supporting the children
- Use of the Tuesday Parent Engagement time to conduct workshops and meet with parents
- Communication to families in their native languages

Needs:

- Develop stronger ties with Community Based Organizations

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, through a partnership with NIA, an afterschool program will be established to provide students and their families, grades K-5 will receive support through afterschool programs.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Meeting with the CBO and members of the Parent Association to establish the afterschool program</p>	<p>All families</p>	<p>October 2015 – June 2016</p>	<p>Parent Association members NIA Principal</p>
<p>Deciding on programs to be included in the afterschool program</p>	<p>All families</p>	<p>October 2015- June 2016</p>	<p>Parent Association NIA Principal</p>
<p>Outreach to families, in their languages, to provide information about the afterschool program</p>	<p>All families</p>	<p>October 2015 – June 2016</p>	<p>Parent Association NIA Principal</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>Use of building space, copying, translated materials,</p>											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy	X	Title I SWP		Title I TA	X	Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By February 2016, the school will review the number of students attending the program as well as data such as homework completion and progress at the mid-year benchmarks.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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 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)	<ul style="list-style-type: none"> • Teachers College Reading levels • School work • Writing levels as determined by grade appropriate rubrics • Pre and post assessment results for reading units • State scores (grades 4 and 5) • Progress to meeting grade level CCS as measured by CCS checklists • Predictive results (grades 3-5) 	<p>Leveled Literacy Intervention</p> <ul style="list-style-type: none"> • Independent reading • Phonics • Guided reading • Shared writing • Independent writing • Strategy instruction <p>Small Group Intervention</p> <ul style="list-style-type: none"> • Independent reading • Phonics • Guided reading • Strategy instruction <p>Title III Program</p> <ul style="list-style-type: none"> • Independent reading • Guided reading • Shared reading • Interactive writing 	<p>Small group</p> <p>Small group</p> <p>Small group</p> <p>Small group</p>	<p>During the school day</p> <p>During the school day</p> <p>Before school</p> <p>Before school</p>

		<ul style="list-style-type: none"> • Shared writing • Phonics <p>ELA Support Program</p> <ul style="list-style-type: none"> • Short responses • Extended responses • Independent reading • Multiple choice 		
<p>Mathematics</p>	<ul style="list-style-type: none"> • Go math unit assessment results • Exemplars • State math scores (grades 4 and 5) • Predictive results (grades 3-5) 	<p>Small Group Intervention</p> <ul style="list-style-type: none"> • Fluency / drills • Content instruction • Problem solving strategies • Multi step problem strategies • Vocabulary development • Extended responses <p>Title III Program</p> <ul style="list-style-type: none"> • Content instruction • Drills • Problem solving • Written responses <p>State Math Support Program</p> <ul style="list-style-type: none"> • Short responses • Extended responses • Multiple choice 	<p>Small group</p> <p>Small group</p> <p>Small group</p>	<p>During the school day</p> <p>Before school</p> <p>Before school</p>

		<ul style="list-style-type: none"> • Math review • Multi step problems 		
Science	<ul style="list-style-type: none"> • ELSE test results (grade 5) • Quizzes • Chapter/Unit tests • Hands on experiments 	Science Cluster <ul style="list-style-type: none"> • Content instruction • Hands-on skills • Vocabulary development 	Whole Class	During the school day
Social Studies	<ul style="list-style-type: none"> • Quizzes • Chapter/Unit test • Projects 	AIS Providers <ul style="list-style-type: none"> • Content instruction • Primary source documents • Skills / strategies • Vocabulary development 	Small Group	During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<ul style="list-style-type: none"> • OORS reports • Teacher anecdotal notes • Parent consultations 	Guidance <ul style="list-style-type: none"> • Social / emotional needs • At risk services • Proactive intervention 	Whole Class Small Group Individual Students	During the school day

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<p>Strategies for recruitment of Highly Qualified Teachers</p> <ul style="list-style-type: none"> • Attend DOE and college job fairs • Use the open market to select potential candidates • Build relationships with community based organizations • Build relationships with colleges • Network with current staff <p>Strategies for retention, assignment and support of Highly Qualified Teachers</p> <ul style="list-style-type: none"> • In house staff developers in both ELA and Math • New teacher workshops • New teacher mentor • Inter and intra visitations • Professional collaboration among teachers • Professional learning meetings • Use of professional resources for collaborative work • Monthly faculty conferences and grade conferences

- Teachers College Staff Developers (in house)
- Teacher workshops offered by Teachers College
- Teacher workshops offered by the Network

2b. High Quality and Ongoing Professional Development

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

Teachers

- Teachers College Staff Developers in house professional development to focus on reading and writing units of study in genres such as non-fiction reading and persuasive writing.
- Teachers College professional development at Teacher's College for select teachers on a variety of topics on reading and writing. This information is then turn-keyed to the other staff members.
- Teachers College coach group. The literacy coach intervisits at other sites and does in-depth analysis of CCS related topics. This information is then presented at grade conferences and other forums.
- Go Math workshops presented by the DOE and Houghton Mifflin attended by the Math Staff Developer and other selected teachers. This information is turn-keyed to other constituents at the school.
- Grade conferences and faculty conferences facilitated by staff developers and grade leaders.
- Chancellor's Professional days facilitated by the administration and staff developers
- Network meetings that target, instructional leads, ESL teachers, math teachers and special education teachers

Principal

- Teachers College Principal conference days
- DOE workshops on topics such as Danielson Framework
- Network Principal's Conference

Assistant Principal

- DOE meetings
- Network meetings
- District meetings hosted by the Superintendent

Paraprofessionals

- Professional delivered by the Assistant Principal
- Network meetings

- Meet with Staff Developer during Monday Professional Development

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.).

- The Parent Coordinator arranges and facilitates a tour of the building for the parents of the pre-kindergarten students
- The Guidance Counselor conducts monthly meetings for parents of the kindergarten students
- The school conducts parent curriculum conferences within the first week of school for the parents to meet the teachers
- The Pupil Personnel Teacher contacts the schools of the pre-kindergarten students to obtain records and files.
- The Assistant Principal consults with the kindergarten teachers within the first month of school to monitor the progress of the students
- The Guidance Counselor monitors the kindergarten students in the first weeks of school for adjustment issues and meets with parents
- Parents of the incoming kindergarten students are invited to the May Parent Teacher conference to meet with the teachers and learn about the expectations for September

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.

- Beginning of year staff development days, teachers review and analyze assessment data from prior year
- Teachers review, analyze and adjust assessment tools from the prior year
- Assessment results are reviewed at: grade conferences, professional learning sessions and professional work sessions on Tuesdays
- Ongoing completion of assessment tools to monitor the learning and progress of students

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, 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 '16 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> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	515,930.00	X	Sections 4, 5, 6 and 7
Title II, Part A	Federal	106,695.00	X	Sections 4, 5, 6 and 7
Title III, Part A	Federal	15,724.00	X	Sections 4 and 5
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	3,130,737.00	X	Sections 4, 5 and 6

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:

- 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.
- 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:

- **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).
- **Title I Priority and Focus School Improvement Funding:** Support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **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 an 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.
- **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.
- **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:

- **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.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC) ***(Required for All Title I Schools)***

Directions: All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team 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's Title I Parent Advisory Council (PAC) 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.

22KPS134 Parent Involvement Policy (PIP)

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

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

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

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

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

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

- holding an annual Title I Parent Curriculum Conference;

- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children’s progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- Providing school planners/folders for regular written communication between teacher and the home in a format, and to the extent practicable in the languages that parents can understand.
- Involving and fostering leadership among a broader range of parents – specifically parents of English Language Learners

22KPS134 School-Parent Compact (SPC)

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

I. School Responsibilities:

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents;

- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

- attend school regularly and arrive on time;

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

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: <u>P.S. 134</u>	DBN: <u>22K134</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input checked="" type="checkbox"/> Before school <input type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>48</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>4</u>
of certified ESL/Bilingual teachers: <u>2</u>
of content area teachers: <u>2</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: _____ The Beginner students in Grades 1-5 will be part of a before school Title III program to receive supplemental instruction in literacy and math. These students were chosen to help accelerate their acquisition of the English language and their mathematical understanding in English. The instructional component of the lesson will take place on Tuesday through Thursday and run from November to February 7:30 AM to 8:30 AM. The students will be instructed in English. The two teachers that will provide the literacy component of the program will be ESL certified teachers and the two teachers for the Math component will have a concentration of courses in Mathematics. The materials to be used in the program will consist of Shared Reading big books (aligned to grade level standards), guided reading books, independent leveled texts, NYSESLAT books and Go Math books.

Part C: Professional Development

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

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

Begin description here: _____ The Title III teachers will attend Professional Development sessions through Teachers College that is geared to the grade band that they will service. These professional development sessions will help the teachers in learning strategies to help the beginner ESL students in English language acquisition. The teachers to receive training will be the teachers who deliver the literacy component of the lesson. The courses will take place in November and January of the 2014-2015 school year. The topics to be covered are the intersection of reading workshop and ELL instruction and key practices to increase the skills and confidence of ELLs. The teachers will also attend workshops hosted by the Network. The teachers will receive similar professional development in the 2015 -2016 school year.

Part D: Parental Engagement Activities

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

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

Begin description here: _____ The parents of the ELL students will engage in activities that will help them understand the work that the students are engaged in at school and how they can support their children at home. The meetings will be 45 minute sessions that run from November through February.

Part D: Parental Engagement Activities

The parents will become familiar with the materials used at the school, how they can use the materials sent home, resources to help with the acquisition of English and how to monitor the progress of the students. The staff developers at P.S. 134 will provide the workshops with translation support. The parents will be notified through letters sent home with the students. We will conduct similar workshops for both the 2014- 2015 and 2015-2016 school years.

Part E: Budget

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

Allocation Amount: \$ _____

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	_____	_____
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	_____	_____
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM

2015-16 AND 2016-17 SCHOOL YEAR

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

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

B. Language Allocation Policy Team Composition

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

Principal Debra Ramsaran	Assistant Principal Regina Squadrino
Coach Danielle Valk	Coach Jule Marino
ENL (English as a New Language)/Bilingual Teacher Danielle Dory	School Counselor Diane Washington
Teacher/Subject Area Lauren Rosen/ESL	Parent Maria Mancini
Teacher/Subject Area Jennifer McMorro/Reading	Parent Coordinator Betty Lopez
Related-Service Provider Jasmine Yan	Borough Field Support Center Staff Member Aaron Perez
Superintendent Julia Bove	Other (Name and Title) Maryellen Walsh/Reading

C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	3	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	3
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	2	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	565	Total number of ELLs	134	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	K <input checked="" type="checkbox"/>	1 <input checked="" type="checkbox"/>	2 <input checked="" type="checkbox"/>	3 <input checked="" type="checkbox"/>	4 <input checked="" type="checkbox"/>	5 <input checked="" type="checkbox"/>
	6 <input type="checkbox"/>	7 <input type="checkbox"/>	8 <input type="checkbox"/>	9 <input type="checkbox"/>	10 <input type="checkbox"/>	11 <input type="checkbox"/>

This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education														0
Dual Language														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	134	Newcomers (ELLs receiving service 0-3 years)	115	ELL Students with Disabilities	21
SIFE	6	Developing ELLs (ELLs receiving service 4-6 years)	17	Long-Term (ELLs receiving service 7 or more years)	2

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	0	0	0	0	0	0	0	0	0	0
DL	0	0	0	0	0	0	0	0	0	0
ENL	115	6	8	17	0	12	2	0	1	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 2

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE _____														0
SELECT ONE _____														0
SELECT ONE _____														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE _____																			0	0
SELECT ONE _____																			0	0
SELECT ONE _____																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE _____									0	0
SELECT ONE _____									0	0
SELECT ONE _____									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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Freestanding English as a New 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	4	1	2		1	1								0
Chinese	1	1	1											0
Russian	4	6	1	5	4									0
Bengali		2	1											0
Urdu	6	3	2	3	2									0
Arabic	1	1	1											0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	28	15	13	8	11	5								0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)	18	0	0	0	1									0
Emerging (Low Intermediate)	1	3	3	1	2									0
Transitioning (High Intermediate)	4	4	3	0	4									0
Expanding (Advanced)	5	24	15	8	6									0
Commanding (Proficient)	0	13	8	12	3									0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT <u>AND</u> TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT <u>AND</u> TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total				0	0	0								0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total		12	18	19	8	10								0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	18	18	30	14	0
4	16	43	17	10	0
5	12	25	18	9	0
6					0
7					0
8					0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3	7		23		20		32		0
4	5		32		25		26		0
5	3		19		21		21		0
6									0
7									0
8									0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4	1		5		16		66		0
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry				
Math _____				
Chemistry				
Earth Science				
Living Environment				
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography				
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.

P.S. 134 uses TCRWP assessments to assess the early literacy skills of our ELLs. Analysis of proficiency level data reveals that most students in the Beginning and Intermediate levels are newcomers to the program and are also in Early Childhood grades. As students progress through grade levels, they move toward the Advanced levels of proficiency. In Kindergarten, there were forty four ELL students, twenty two of which were serviced by the self-contained Kindergarten ENL teacher, the remaining 22 students were serviced by the pull-out ENL teacher. Of those forty four students, forty were classified as Beginners, and four were classified as Intermediate. The first grade had a total of twenty nine ELL students. All twenty nine ELLs in first grade were serviced by the push in/pull out certified ENL teacher. Of those twenty nine students, ten were classified as Beginners, twelve as Intermediate, and seven as Advanced. In second grade, there were twenty one ELL students, three of which were in the Self-Contained Special Education class. All of the second grade ELL students were serviced by the push in/pull out ENL teacher. Of the twenty one ELLs in grade two, five were Beginners, nine were Intermediate, and seven were Advanced. In third grade there were sixteen ELLs, and four of those ELLs in the Self-Contained Special Education class. Six students in grade three were Beginners, three students were Intermediate, and seven were Advanced level. All sixteen students were serviced by the push in/pull out ENL teacher. In fourth grade there were eighteen ELLs, who were all serviced by self-contained fourth grade ENL teacher. Six of the fourth grade students were Beginners, three were Intermediate, and nine were Advanced level. In fifth grade there were six ELL students, who were all serviced by the push in/pull out ENL teacher. Of the six fifth grade ELLs, two were in the Self-Contained Special Education class. There were two Beginners, one Intermediate, and three Advanced level students. In total, there were sixty nine Beginner level students, thirty two Intermediate, and thirty three Advanced level students. This data is used by the classroom and ENL teachers when creating instructional plans. After analyzing the data, the teachers use the information to determine which teaching points need to be taught in order to address the needs of the students. This data is used when creating monthly curriculum maps in all subject areas, as well as determining which students may be in need of more targeted RTI instruction. The teachers also use the data to form small groups, and determine teaching points for individual conferences, and whole class lessons. On a school-wide level, we analyze trends across populations and grades, and use that data to determine a school-wide focus, as well as a focus for specific populations of students. The data is also used when determining which programs, and materials to purchase to support our curriculum in meeting the needs of our ELLs.

2. What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
Examining data across performance levels, first grade did the best on the reading and speaking sections of the test, followed by writing, with their weakest area being listening. In second grade the students did best on the speaking and writing sections followed by listening, with their weakest area being reading. In third grade the student scored best on the speaking and writing, followed by reading, with their weakest area being listening. In fourth grade the students scored best on the speaking and writing section of the test, followed by listening with their weakest area being reading. In fifth grade, the students scored best on speaking and writing followed by listening, and their weakest area was the listening section of the test. On the NYSITELL, 18 students scored at the Entering level, 1 at the Emerging level, 4 at the Transitioning level, 5 at the Expanding level, and none at the Commanding level. It is believed at our school that instruction must link audio-oral communication and print communication through book and literature responses, Shared Reading sessions, Accountable Talk, Listening Center activities, Whole Class Conversations, and peer and teachers conferences. Content area reading and writing are supported by extensive Leveled Libraries, encouraging content-rich vocabulary and critical thinking skills.
3. How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
At our school, P.S. 134, we use the information from the Annual Measurable Achievement Objectives to help us make instructional program decisions, identify best practices, schedule professional development, and decide which interventions are needed to ensure all of our ENL students make adequate yearly progress. The achievement data has revealed that our ENL subgroup has not performed as well on state tests compared to their general education counterparts. The data has also revealed that students, who enter the school system in the earlier grades, reach English proficiency at a faster rate, than those who enter our school in the upper grades. The information from the RESI and the AMAO tool has assisted us in analyzing and identifying trends in our school. From there we are able to focus implementing best practices to help move toward our goal of English proficiency for our ENL population.
4. For each program, answer the following:
- What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - What is the school learning about ELLs from the periodic assessments? How is the home language used?
- A) Teachers College Reading Assessments are administered in all grades. In Kindergarten forty four ELL students were administered the assessment. Thirteen of these students scored a Level I, fifteen scored a Level II, twelve scored a Level III, and four students scored a Level IV. In first grade, twenty nine ELL students were administered the assessment. Of the twenty nine ELL students, nine students scored a Level I, five scored a Level II, thirteen scored a Level III, and two scored a Level IV. In second grade, twenty one ELL students were administered the assessment. Fourteen of these second grade ELL students scored a Level I, two students scored a Level II, and five scored a Level III. In third grade sixteen ELL students were administered the assessment. Of these sixteen third grade ELL students, fifteen scored a Level I, and one student scored a Level II. In fourth grade eighteen ELL students were administered the assessment. Of the eighteen students who took the assessment, eleven scored a Level I, six students scored a Level II, and one student scored a Level III. In fifth grade, six ELL students were administered the assessment. Of those six students, five students scored a Level I, and one student scored a Level II.
- B) The classroom teachers as well as the ENL teachers use the results from the ELL Periodic Assessments to identify the students' areas of need, and target the appropriate interventions needed to meet those needs. The teachers use the data to form instructional small groups, and differentiate instruction. The school leadership and a team of teachers analyze the results to determine the students' strengths and needs. This data then reveals the targeted instruction that the students will receive in their identified area(s) of need, both in the classroom and with the certified ENL teacher.
- C) The results from the Periodic Assessments have revealed that the ELL students in grades 3-4 are strongest in the area of listening, speaking, and writing in English for classroom and social interaction. The students in grades 3 and 4 need more work in three areas, listening, speaking, reading, and writing in English for information and understanding, demonstrating cross cultural knowledge and understanding, and listening, speaking, and writing in English for critical analysis and evaluation. The fifth grade ELL students are stronger in listening speaking, reading, and writing in English for information and understanding , and need the most support in listening, speaking, reading and writing in English for critical analysis and evaluation.
- When students have completed assessments in both their home language, and in English, the data revealed that they scored better in English. We attribute this trend to the fact that the students are receiving instruction in English.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs.](#)]
P.S. 134 uses all of the data collected from ELL Periodic Assessments, TCRWP assessments, class work, and teacher made assessments, pre and post assessments, state test results, and classroom observations, to help us create a profile for each of our ELL students in grades K-5. The information and data collected on each student is analyzed, and from there it is determined by the administration and a team of teachers, if a student is in need of extra support in order to meet the standards. If it is decided that an ELL student is At-Risk, then we implement the RTI three tiered instructional model, which is aimed at prevention and early intervention through a tiered system of instructional support. Instruction for ELLs in English language development is provided at the Tier 1 instructional level. The support begins within the classroom and with the ENL certified teacher. The teachers target academically rigorous and

challenging instructional goals, while simultaneously providing students with the instructional supports they need to achieve success. They also focus on building students' abilities to form, express, and exchange ideas through dialogue, questioning, and sharing ideas and knowledge. In these instructional conversations, the teacher listens carefully, collects data on the students' responses, and uses that data to form small groups in order to target the students' needs. If the level of support provided in Tier I is not successful in supporting a student, we then move to add on extra layers of instructional support to the standard core curriculum in order to better support the student. Students move into Tier II and Tier III if they demonstrate a need for more targeted and intensive academic support. This extra support can occur in the classroom provided by an AIS teacher, as well as in separate setting. The instruction during a pull-out targeted Intervention group is focused on specific learning targets based on the students' individual reading levels, language needs, as well as their identified area of academic weakness. We use a research based Leveled Literacy Intervention Program to provide the Tier II and Tier III At-Risk ELL students with intensive academic support. Based on the demonstrated and changing needs of the ELLs, the levels of intervention and instructional support may increase in duration and intensity over time. Data is collected through the use of formal, reliable and valid assessments, and analyzed frequently. If a student shows improvement, the extra supports are removed or varied as needed.

6. How do you make sure that a student's new language development is considered in instructional decisions?
Knowledge of second language development and the student's history of first and second language (e.g., educational background) is considered when setting benchmarks and interpreting student progress. We look into the students' backgrounds to determine what level of education the students have already received, including in what language, and find out what progress was made prior to entering our school. We also ask the students for a writing sample, in their native language. We have the staff members who are proficient in each student's native language to analyze the students' writing, and to identify strengths and needs. We then evaluate the academic needs, and the achievement levels for our school's overall population as well as for particular groups of students, and decide which instructional programs to implement for our ELL students. Our focus is always on improving the quality of core instruction and making sure that all ELL students have ongoing, high-quality opportunities to learn and succeed through culturally responsive instruction.
7. For dual language programs, answer the following:
- How are the English-proficient students (EPs) assessed in the target language?
 - What is the level of language proficiency in the target language for EPs?
 - How are EPs performing on State and other assessments?

N/A

8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).
We evaluate the success of our programs for ELLs by analyzing and interpreting data that is collected throughout the school year. The type of data that is analyzed is as follows; NYSITELL and NYSESLAT scores, ELL, ELA and Math Periodic Assessments scores, ELA, Science and Math State test Scores, data collected from the RESI and AMAO, formative assessments such as the assessments provided in Leveled Literacy Intervention Program, TCRWP assessments, pre and post assessments, student work, and teacher observations, as well as the data from the individual summary reports for the ELL students using the Imagine Learning program. By evaluating these reliable and valid assessments, we are able to determine if the programs we have put in place are effective for ELLs, and if they provide the differentiation needed to meet the students' diverse needs. Analyzing data also helps us to determine if our ELLs will be successful in making adequate yearly progress with the support of the programs we have put in place at our school.

Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

- Describe the steps followed for the initial identification of ELLs. These steps must include administering the K-12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.
The process for initial identification of students who may possibly be ELLs is as follows. The certified ENL teacher has parents of all new admits complete a Home Language Identification Survey (HLIS). Parents are asked to check off the language/s that are spoken in the home. This enables us to identify both the ELL services that may be needed for the incoming student as well as the different languages that make up our school community. The certified ENL teacher meets with all parents of new admits that have been identified as in need of ENL instruction. She also determines if the parents of the new student are in need of translation and interpretation services. An informal oral interview is also given to the students in English and in their native language. The certified ENL teacher conducts the interviews in English. The trained pedagogue, a member of the Language Proficiency Team, reviews student work, determines if the student has an IEP, is potentially SIFE status, and determines eligibility to take the NYSITELL. Other trained school personnel are available to conduct the informal interview in the child's native language. Within the school, we have staff

members that speak: Spanish, Urdu, Chinese, Russian, Tajik, Uzbek, Haitian Creole, French, Bengali, Hebrew, Yiddish, Hindi, Hungarian, Greek, Italian, Polish, Punjabi, and Ukrainian. These languages cover the student population at the school, and enable us to provide translation services to parents and students. When parents visit the Main Office, the Parent Coordinator and the Pupil Accounting Secretary inform the school of any parents who may need further support communicating. If a parent needs translation, we have staff members translate in the language of the parent. If a parent speaks a language we cannot provide a translator for, we call the translation and interpretation services unit. If a child has been identified as in need of ELL services, the student is administered the NYSITELL no later than within ten days of registering. The students are administered the NYSITELL test in English by one of our certified ENL teachers. If the student is Spanish speaking, they are administered the Spanish LAB-R by a Spanish speaking trained pedagogue in the school. The names of the licensed pedagogues that administer the NYSITELL in English are Ms. Danielle Dory, and Ms. Lauren Rosen, both are certified ENL teachers. The name of the licensed pedagogue that administers the Spanish LAB-R is Mr. Roberto Rivas. The formal initial assessment is also given by the certified ENL teacher. The information obtained from the NYSITELL is used to determine the amount of time the students are given ENL instruction by the certified ENL teacher, per week.

Students who are determined to be Entering (Beginning), receive 1 unit (180 minutes) of standalone ENL instruction, and 1 unit (180 minutes) of Integrated ENL/ELA instruction, for a total of 360 instructional minutes per week. Students who are determined to be Emerging (Low Intermediate) receive .5 units (90 minutes) of standalone ENL instruction, 1 unit (180 minutes) of Integrated ENL/ELA instruction, .5 units (90 minutes) of either standalone ENL instruction or Intergraded ENL/content area instruction, for a total of 360 instructional minutes per week. Students who are determined to be Transitioning (Intermediate) receive .5 units (90 minutes) of Integrated ENL/ELA instruction, .5 units (90 minutes) of either standalone ENL instruction or intergraded ENL/content area instruction, for a total of 180 minutes per week. Students who are determined to be Expanding (Advanced) receive 1 unit (180 minutes) of ENL/ELA instruction, for a total of 180 instructional minutes per week. Students who are determined to be Commanding (Proficient) receive .5 units of Integrated ENL in ELA/Content area ELL services for a total of 90 instructional minutes per week, for two years after becoming classified as Commanding.

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

The trained licensed pedagogues that are part of the Language Proficiency Team obtain the information about a student's prior schooling during the initial enrollment to our school. When a student's parent completes the Home Language Identification Survey they indicate the student's prior schooling. If there is an indication at that time, that a student has had an interruption in their schooling, the trained pedagogue on the Language Proficiency Team conducts the oral interview questionnaire. The Oral Interview Questionnaire is used during the SIFE identification process to determine if an ELL has had a gap of two or more years in their formal schooling. We use the Oral Interview Questionnaire to help us develop a better understanding of a newcomer ELL's literacy and language practices. If the student's home language is Arabic, Bengali, Chinese, Haitian, Creole or Spanish, the member of the Language Proficiency Team administers the Literacy Evaluation for Newcomers SIFE (LENS). The LENS is used to measure the home-language literacy skills a student brings with them upon initial enrollment. This information helps not only for the initial SIFE determination, but also helps the ENL teachers by providing them with information about the student's, range of skills in both literacy and math. The data obtained from the oral questionnaires and the LENS provides the teachers with information about the student's strengths and weaknesses and is essential to plan instruction. After the administration of these assessments, and after reviewing the student's work, the Language Proficiency Team will make a determination about the student's SIFE status. The decision is made within 30 days of the student's initial enrollment, and entered into the DOE data collection screen. A student's progress is monitored over the course of a year, as SIFE status can be modified for up to one year.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide](#), [ELL Identification](#) section).

In order to determine NYSITELL eligibility of newly enrolled students with IEPs, the Language Proficiency Team (LPT) comes together to look at several factors. The LPT looks at the information found from the initial interview, the student's history of language, any initial assessments administered in the student's home language, and the student's IEP to determine if the student's disability has any effect on whether the students can demonstrate proficiency in English. After the team analyzes the evidence collected from all of the above factors, the LPT decides if the student needs to take the NYSITELL. Once the team makes a decision, either that the student has language acquisition needs and should take the NYSITELL or that they do not have language acquisition needs and should not be administered the NYSITELL, this decision is brought to the principal for review. At that time, the principal reviews the recommendation of the Language Proficiency Team, and makes a decision, based on the team's findings. The student's parent/guardian is notified, in their preferred language, within three school days of the decision. If the principal determines that the student should take the NYSITELL, it is administered immediately. If the principal, determines the student shouldn't be administered the NYSITELL, the recommendation is then sent to the superintendent for review to make a final decision. The superintendent has 10 days to accept or reject the school's recommendation. If the superintendent decides the student must take the NYSITELL, the test must be administered within 5 days, and the student's parent/guardian must be notified. The LPT then completes the Language Proficiency Team NYSITELL Determination Form and places this information in the student's cumulative records. The LPT Team is made up of the following staff members: of Ms. Ramsaran, Principal, Ms. Squadrito, Assistant Principal, Ms. Dory, ESL Teacher, Ms. Washington, Guidance Counselor,

Ms. Marino, Math Coach, Ms. McMorrow, Reading Teacher, Ms. Valk, Reading Coach, Ms. Lopez, Parent Coordinator, Ms. Mancini, Parent Association, Ms. Walsh, Reading Teacher, and Ms. Yan, Special Education Teacher.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

Entitlement letters are sent home to the parents by the certified ENL teacher, Ms. Dory. Ms. Dory runs ATS reports, to check eligibility status, after the NYSITELL is scanned into ATS. She then makes a list of every student in the school, current, and incoming, who is eligible to receive ENL services. At that time she generates the entitlement letters, and sends them home to all parents of eligible children, in their native language. Ms. Dory, the certified ENL teacher, maintains a data tracking system to monitor each letter that was sent home, and in what language. The certified ENL teacher also monitors the return of the Parent Survey and Program Selection forms. When she receives the letters, she documents the survey response and the program selection choice each parent has made. This information is then entered into the system by Ms. Dory. Ms. Dory then runs the ATS reports to verify accuracy. She also makes a school summary sheet of the information that was gathered from the parents forms that were collected. If we do not receive any of the required documentation from the parents, Ms. Dory meets with the translators available at our school, and arranges for every parent to be called, in their native language, and reminded to return the necessary documentation. She also keeps track of the follow-up phone calls that were made. She documents all information, and stores the forms for the school.
5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [*ELL Policy and Reference Guide, Re-Identification of ELL Status*](#) section).

Ms. Dory the certified ENL pedagogue notifies the parent/guardian of students in our school that they have the right to initiate the Re-identification Process if they believe their child may have been misidentified as an ELL or non-ELL. Ms. Dory informs the parent/guardian that they have to submit a written request to initiate the process within 45 school days of enrollment only. A translator is available in the parent/guardian's preferred language to assist with the process.
6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

To ensure that all parents understand the program choices, a letter of invitation is sent to the home of all entitled students along with their entitlement letter inviting them to a parent orientation. The parents are informed of the dates and locations of the orientation presentations provided by P.S. 134's ENL teachers, administrators, and translators. The parent orientations are ongoing and are available at a time that is convenient to the parent. If parents are unable to attend the meetings scheduled, an individual meeting is arranged with the parent. All materials presented at the orientations are translated into the preferred languages of the parents. Additionally, the parents are invited to watch a parent orientation video which explains the three program options and is available in 13 languages, which is produced by the New York City Department of Education. This is followed by a question and answer period, in the parents' preferred language. During the parent orientation session, the ENL teachers explain the Common Core Learning Standards, school assessments that are administered, as well as the school's expectations for English language learners. After the session the parents are provided with the Parent Survey and Program Selection form, in their preferred language. Translation is available for all parents.
7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.

The Parent survey and program selection form is collected from all parents. These forms must be returned within 5 school days. This certified ENL teacher monitors the return of the forms. If the form is not returned to school, phone calls are made, in the parents' preferred language, to remind the parents to return the letter indicating their choice for program for their child. The certified ENL teacher stores the forms in a secure location in the school. The parent's first choice for program, as indicated on this form, is entered into ATS on the ELPC screen. A copy of the completed Parent Survey & Program Selection Form is provided to the parent upon request. If the parents, after all of the outreach requests, still has not returned the form after the 5 school days, the child is placed in a default program. The certified ENL teacher documents all parent correspondence and outreach attempts to gather initial parent selection preference. This documentation is kept on file at the school. All Program Selection Form are put in the students' cumulative folders. If a previously unavailable program becomes available, the ENL teachers would call the interested parents/guardians and hold a new meeting to present the new option available for a TBE/DL program.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.

The certified ENL teacher Ms. Dory distributes and collects all Parent Survey and Program Selection forms. Ms. Rosen, another certified ENL teacher, supports Ms. Dory in this process as well. Ms. Dory and Ms. Rosen have a data tracking system in which they document all Parent Survey and Program Selection forms that are distributed to the parents. They document that all forms are returned. They also document all correspondence (parent meetings, phone calls, phone conferences,) related to the program selection. All forms are documented, entered into ATS on the ELPC screen, and kept on file at school.
9. Describe how your school ensures that placement parent notification letters are distributed.

The certified ENL teachers Ms. Dory and Ms. Rosen along with the administration ensure that the placement parent notification letters are distributed. The certified ENL teachers run the ATS reports to determine placement eligibility, and then use that information to

complete and distribute the placement parent notification letters. Once the Program Selection Forms are completed at the New Family Orientation Meeting, placement letters are generated and sent home in English and the parents' preferred language. These letters are given either directly to the parent at a parent meeting or sent home with the student. Data tracking systems are used to ensure all parents receive their letters. Follow up calls are made to ensure receipt of the information. All information is documented. The school follows the same process for the distribution of letters for current ENLs based on eligibility status according to the NYSESLAT results. Follow up calls, in the parents' preferred language, are made as needed.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
The certified ENL teacher Ms. Dory is responsible for maintaining the records on ELL documentation that is distributed and received by our school. Student specific information is kept in the student's cumulative records on file at school. Information pertaining to program choices, parent's choice and surveys are entered into ATS, and kept on file at school as well. Data tracking systems are also used by the certified ENL teacher Ms. Dory, to document ELL information. Systems include program selections, preferred languages, non-entitlement and entitlement letters generated and received.
11. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
The NYSESLAT exam is administered to all ELLs in the school in grades K-5. ATS reports, such as the RLER report, are run to identify and verify which students are required to take the NYSESLAT exam each year. The Assistant Principal attends training on the procedures, content, changes, administration, and scoring of the NYSESLAT each year. The Assistant Principal then turns keys that information, and provides training for the pedagogues that will administer the NYSESLAT exam to our ELLs. The teachers administering the NYSESLAT also watch instructional videos that guide them in the administration and recording of answers on the NYSESLAT exam. The teachers also sit together with the training and scoring guides and do practice sets that are provided by the state. The teachers are then trained in the rubrics which are provided. The teachers who administer the NYSESLAT exam are re-trained in the administration of the exam every school year. The Assistant Principal then sets up a testing plan and schedule to arrange for the testing of every ELL. Each component is administered during the window that has been dictated. The school sends home a letter to the parents of all ELLs, in their preferred language, to provide the parents with information about the test, and provide them with the dates that all sections of the test will be administered. Testing meetings are also held during the school year to provide parents with information about the NYSESLAT exam, as well as other state exams that are given. Translation is offered at these meetings. The Speaking component of the NYSESLAT exam is administered individually to each student by a licensed pedagogue, who is not the students' ESL or ELA teacher. Each student is scheduled for an approximate fifteen minute time slot, plus additional preparation time. The testing of every student in the component of Speaking, takes place across several days, and it is necessary to get substitute teacher to cover the classes of the teachers who are administering the exam. Students are tested in a room in which all materials and print have been removed. No announcements are made, to make sure there are no distractions. Session 1, 2, and 3 of the NYSESLAT exam are administered by trained pedagogues. The students are grouped according to the guidelines that are specified by the state. They are administered each session of the exam by grade level, as well as by any special accommodations they may receive based on their IEPs, or 504s. Each group of students has a trained pedagogue administering them the test as well as an additional proctor in every room. All proctors are also trained in testing procedures as outlined in the most current Testing Administration Handbook, as well as the SAM. Attendance is taken each day that the exam is given to ensure that all ELLs take each component of the test. If a student is absent, the student takes the component they missed on the day they return to school, which must be within the test administration window. The tests are stored in a secure location.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
After reviewing the NYSESLAT data, to determine who will continue to receive language support, we determine each student's English Proficiency level. Based on each student's level, it is determined how much ENL instruction each student will receive, whether it is continuing or transitional. This information is also found in ATS. The ENL teachers then distribute the continued entitlement and transitional support parent notification letters to the parents of all students who will continue to receive some type of language support. The ENL teacher keeps track of all letters sent home to the parents.
13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).
Once the Parent Survey and Program Selection forms have been received they are reviewed and charted to analyze parental choice over time. We run the ELPC report to view student information and parental choice information. After having reviewed the Parent Survey and Program Selection forms, for the past few years, the constant trend in parent program choice has been the freestanding ENL program. The program model in our school is fully aligned with the parent requests. This year, the data revealed that three families out of the 62 new ELL students enrolled, did not select the freestanding ENL program. One family requested a Chinese dual program, and one family selected an Uzbek dual language program, and one family selected a Tajik bilingual program. All of their options were explained to them in their preferred language. All three families opted to place their children in the freestanding ENL program.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
 - a. Freestanding ENL program.

As of the 2015-2016 school year, P.S. 134 has a free standing ENL program. There is one self-contained Kindergarten ENL class, and one self-contained ENL Fourth grade class. The other eligible ELLs are placed in a push in/pull out ENL program model, based on their language needs. At P.S. 134 all ELL students who are determined to be Entering (Beginning), receive 1 unit (180 minutes) of standalone ENL instruction, and 1 unit (180 minutes) of Integrated ENL/ELA instruction, for a total of 360 instructional minutes per week. Students who are determined to be Emerging (Low Intermediate) receive .5 units (90 minutes) of standalone ENL instruction, 1 unit (180 minutes) of Integrated ENL/ELA instruction, .5 units (90 minutes) of either standalone ENL instruction or Intergraded ENL/content area instruction, for a total of 360 instructional minutes per week. Students who are determined to be Transitioning (Intermediate) receive .5 units (90 minutes) of Integrated ENL/ELA instruction, .5 units (90 minutes) of either standalone ENL instruction or intergraded ENL/content area instruction, for a total of 180 minutes per week. Students who are determined to be Expanding (Advanced) receive 1 unit (180 minutes) of ENL/ELA instruction, for a total of 180 instructional minutes per week. Students who are determined to be Commanding (Proficient) receive .5 units of Integrated ENL in ELA/Content area ELL services for a total of 90 instructional minutes per week, for two years after becoming classified as Commanding. Students are grouped heterogeneously (mixed proficiency levels) and some are homogeneously (all the same proficiency levels in one group,) based on their specified language need.
 - b. TBE program. *If applicable.*
N/A
 - c. DL program. *If applicable.*
N/A
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

P. S. 134 has free standing ESL program. Our staff is organized in order to meet the requirements for ENL instruction of all students, at all proficiency levels. CR Part 154.2 compliance is ensured by the licensed teachers explicitly scheduling and grouping students according to their grade level, proficiency level, and mandated number of instructional minutes. Students are serviced in small groups based on their targeted instructional goals. Students receive whole group and small group common core aligned instruction in both ELA and in the content areas. The Kindergarten ELLs and Fourth grade ELLs receive instruction in the self-contained ENL classroom by a trained dual licensed ENL teacher. The self-contained ENL classes receive instruction using the workshop model in all subject areas. The ELLs not in self-contained ESL classrooms have a push in/pull out model, and are taught by licensed ENL teachers. ELL students who are determined to be Entering (Beginning), receive 1 unit (180 minutes) of standalone ENL instruction, and 1 unit (180 minutes) of Integrated ENL/ELA instruction, for a total of 360 instructional minutes per week. Students who are determined to be Emerging (Low Intermediate) receive .5 units (90 minutes) of standalone ENL instruction, 1 unit (180 minutes) of Integrated ENL/ELA instruction, .5 units (90 minutes) of either standalone ENL instruction or Intergraded ENL/content area instruction, for a total of 360 instructional minutes per week. Students who are determined to be Transitioning (Intermediate) receive .5 units (90 minutes) of Integrated ENL/ELA instruction, .5 units (90 minutes) of either standalone ENL instruction or intergraded ENL/content area instruction, for a total of 180 minutes per week. Students who are determined to be Expanding (Advanced) receive 1 unit (180 minutes) of ENL/ELA instruction, for a total of 180 instructional minutes per week. Students who are determined to be Commanding (Proficient) receive .5 units of Integrated ENL in ELA/Content area ELL services for a total of 90 instructional minutes per week, for two years after becoming classified as Commanding. Students are grouped heterogeneously (mixed proficiency levels) and some are homogeneously (all the same proficiency levels in one group,) based on their specified language need.

3. Describe how core content is delivered in each program model. 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.
- All ELLs in the freestanding ENL program at P.S. 134 have access to high quality content area instruction that is aligned to the common core learning standards in each subject area. Teachers develop language and cognitive skills through content topics and themes using grade appropriate materials. Through professional development they learn ENL methodology and strategies to support all proficiency levels of ELLs and provide them with the opportunity to meet the content area standards as measured by the various related assessments. The teachers provide challenging content, and well-developed learning strategies to prepare ELLs to think critically, solve problems, and communicate in the language of instruction. ELLs are actively engaged in standards-based academic curriculum with their monolingual counterparts in the regular classroom setting. Students use leveled nonfiction texts throughout the day. The teacher embeds grade appropriate content area instruction in her reading and writing program. Lessons are designed to meet standards while there is differentiated instruction to meet student needs. The teacher uses a workshop model to deliver instruction. The teachers use a combination of vocabulary development, visual supports, and technology to enhance student learning. Instruction is designed to mediate the learning of various proficiency classifications: entering, emerging, transitioning, expanding, and commanding, as well as, ELL students classified as SIFE and ELLs who also have IEPs. On-going assessment strategies are used to determine movement towards acquiring content standards.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?
- To ensure ELLs are evaluated in their native languages throughout the year, we offer the NYS Math and Science exams to the students in their native languages, as well as Periodic Assessments. We also offer the use of bilingual glossaries to all ELLs
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
- In order for ELLs to meet the high standards set for all students and to equally participate in New York City Department of Education literacy, mathematics, and other core subject initiatives, we ensure that each student receives rigorous instruction which addresses the four modalities throughout the year. By using the balanced literacy model, with appropriate language development supports, ENL instruction is delivered addressing all four modalities of English acquisition. Students participate in small group, task-oriented situations that guide the production of language both in verbal and written form. Students also demonstrate learning through measurable product development, demonstrations, and exhibits. Students demonstrate technical/digital proficiency, through the use of computers, and internet research. Teachers explicitly schedule and map out curriculum and instruction to ensure that all four modalities are targeted throughout the school day. Listening, Speaking, Reading and Writing standards are embedded throughout the curriculum and across all content areas. Students in grades K-5 are formally assessed four times a year in reading using the Teacher's College Reading Assessments. Students in grades K-5 are formally assessed in writing on a monthly basis using the Teacher's College Writing Continuum and Rubrics. Students in grades K-5 are also formally assessed in reading and writing using pre and post assessments which are administered at the beginning and end of every unit of study. Students in grades K-5 are informally assessed on a daily basis, in all four modalities, using quick assessments, partnership conversations, individual conferences, small group instruction, guided reading groups, book clubs, writing partnerships, and whole class conversations. All students in grades 3-5 are formally assessed in reading and writing using Periodic Assessments, which are administered twice a year. All students in grades 3-5 are formally assessed in reading and writing using ELA practice tests which are administered several times a year. All students in grades 3-5 are also formally assessed in all four modalities in content area unit assessments. In addition, ELLs in grades K-5 are assessed on all four modalities using NYSESLAT practice exams given twice a year. In addition to the NYSESLAT practice exams, ELLs in grades 3-5 are also assessed using the ESL Periodic Assessments.
6. How do you differentiate instruction for each of the following ELL subgroups?
- SIFE
 - Newcomer
 - Developing
 - Long Term
 - Former ELLs up to two years after exiting ELL status
- A) In instances of Students with Interrupted Formal Education (SIFE), the students receive intensive academic intervention services based on formal and informal assessments of academic and social needs. Grade and age appropriate lessons and activities are provided in small group and whole class settings. The Guidance Counselor assists the children in their transition and integration into mainstream classrooms.
- B) Newcomers at P.S. 134 are grouped by language proficiency and by grade level. Emphasis for these students is on acculturation, basic vocabulary, verbal communication, and literacy development. We also offer our newcomer ELLs services through our Title III programs. Students are grouped according to their proficiency levels. Teachers determine what the students need the most support in as well as determining what obstacles may be hindering their abilities to meet the standards. Entering and Transitioning level students receive more modeled and guided support, more basic vocabulary development, more visual supports built into the curriculum, lower level texts, as well as more access to the use of manipulatives. Transitioning level students are asked more advanced level questions, exposed to higher level texts, receive less picture support, are taught

more Tier 2 words, and are engaged in more discussion and partner work. Expanding and Commanding level students receive more individual activities, learn Tier 3 words, are given advanced level texts, are taught advanced comprehension strategies, are engaged in more partner work and discussions, extend their learning through writing, and are expected to transfer learning to all subject areas. We have also implemented the Imagine Learning literacy technology program that our ELLs take part in as well.

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

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

E) Former or Commanding ELLs continue to receive support in their classroom setting. The teachers differentiate instruction to meet their needs and provide the scaffolds necessary to ensure they are successful in meeting the grade level requirements. They receive language instruction from the certified ENL teachers for two years after becoming proficient on the NYSELSA. Testing modifications are provided for up to two years after students have scored proficiency if needed.

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [*ELL Policy and Reference Guide, Re-Identification of ELL Status*](#) section.

For students who have been re-identified as ELL or non-ELL, based on the approved re-identification process, within 45 days of student enrollment, the school ensures that the student's academic progress has not been adversely affected by having the principal review the re-identification process decision. The principal consults with the LPT as well as the school guidance counselor, to ensure that the student is continuing to make progress, and that the decision should be upheld. If the principal, based on the recommendation of the LPT and the guidance counselor as well as in consultation with the parent/guardian believes that the student may have been adversely affected by the determination, the principal will provide academic support/ intervention services to provide the student with more support as defined in CR Part 154-2.3(j). If the principal feels the decision should be reversed, she will first consult with the superintendent. The final decision notification is in writing to the parent, guardian, in the parent's preferred language within 10 school calendar days.

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

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

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

ELL-SWDs are provided differentiated instruction based on their individual learning needs and strengths. Instruction is targeted to and appropriate for the student's level of English proficiency and learning needs. These students receive support from Special

Chart

Education teachers in the least restrictive environment. The Special Education teachers also work in conjunction with the ENL teacher to ensure that the students are meeting their goals. Time is scheduled for collaboration and instructional planning among all teachers servicing these students. The SBST collaborates with the Assistant Principal to discuss flexible programming options when appropriate. All special education staff also attends professional development monthly meetings with the Assistant Principal to work on goal setting, flexible programming, and share best practices to help accelerate learning and language development, and assure that all students are being educated in the least restrictive environment. Each ELL-SWD is looked at individually and a program is designed to best fit the needs of that individual student.

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study per week (360 min.)	2 units of study per week (360 min.)	1 unit of study per week (180 min.)	1 unit of study per week (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(u) of this Title. All programs must be provided during the school day.					

**Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.*



*Note “other approved services” does not apply to New York City at this time.

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

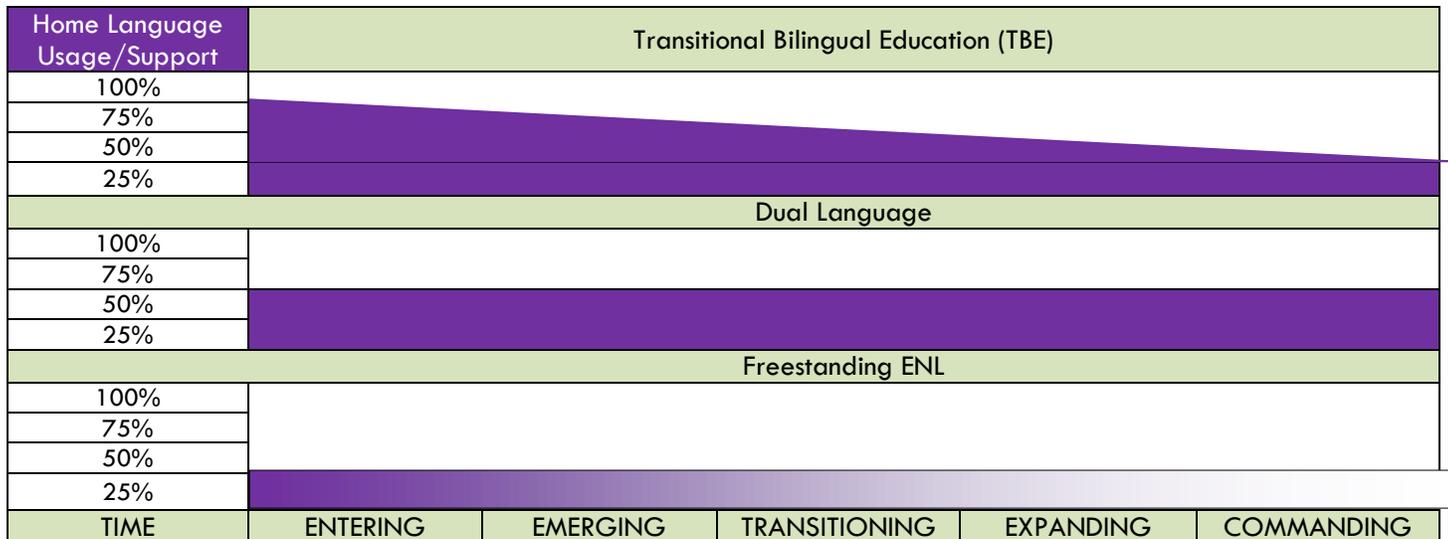


*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered. Students at every grade and proficiency level are instructed using the workshop model and balanced literacy curriculum. Instructional modifications are made to address the needs of individual students' needs and strengths, as well as their ELL proficiency status. In grades 1, 2, 3 and 5, the ENL teacher pushes in and pulls out groups on a daily basis, according to the explicit schedule that assures compliance with CR part 154.2 instructional unit requirements. All classrooms, including those of the ENL teachers, have extensive Leveled Libraries rich with content area literacy, reflecting the abilities, levels, needs, interest, and cultures of all students. All students have access to common core standards based instructional materials in all content areas, such as social studies, science and the arts. ENL teachers use multiple approaches and a variety of materials, including visual aids, audio materials, and technologies which are all common core aligned. Students utilize computers and internet based resources in order to conduct research and compile information to enrich their learning. Teachers use the Go Math Program with all students, which offer differentiation for all subgroups of students. The ELL students of all proficiency levels receive instruction in small groups within the classroom to support their learning. The workshop model is also used in science and social studies. The students are supported in small group settings throughout the day. Instruction in the content area is supported by students reading content based texts at their instructional level. We also have Title III teachers in the school that support students in K-5 across all subject areas. We have reading teachers and coaches that support students by pulling them into small groups to offer additional support as needed. Cluster teachers also provide additional support to our ELLs in the content areas. ELLs are also invited to Title III programs to support learning. Level 1 Beginner ELL students are also provided with further targeted instruction using a Leveled Literacy Intervention Program. Our ELLs are also engaged in the Imagine Learning program. Imagine Learning is a research-based, instructionally differentiated language and literacy software program. Imagine Learning provides strategic first-language support to facilitate and enhance ELL learning. As students become more proficient in English, this language support gradually fades, preparing students for English-only environments. In addition to strategic translations, the program also uses peer modeling to illustrate concepts more clearly. Same-age peers explain what words and phrases mean in rich, contextualized examples. By seeing real kids use key vocabulary in real-life settings, ELLs are more engaged, enabling them to understand each concept more fully. Imagine Learning also provides scaffolded practice—with front-loaded vocabulary, graphic organizers, and clickable glossary words with translations—to support English language learners every step of the way.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

The current programs we have in place have been effective in supporting the ELLs and meeting their needs in both the content area, and language development. The students have been successfully advancing through the reading levels and moving toward meeting grade level standards through the use of the programs we have in place to provide targeted rigorous instruction. Teachers explicitly schedule and map out curriculum and instruction to ensure that all four modalities are targeted throughout the school day. Listening, Speaking, Reading and Writing standards are embedded throughout the curriculum and across all content areas. Students in grades K-5 are formally assessed four times a year in reading using the Teacher's College Reading Assessments. The student data is then entered into Teacher's College Assessment Pro and the results are discussed after every assessment. The results show that the current program is helping ELLs to advance through reading levels. Students in grades K-8 are formally assessed in writing on a monthly basis using the Teacher's College Writing Continuum and Rubrics. These results show an improvement in writing skills. Students in grades K-5 are also formally assessed in reading and writing using pre and post assessments which are administered at the beginning and end of every unit of study. These assessments highlight student growth across a unit of study. Students in grades K-8 are formally assessed in Math using the Go Math assessments, which have shown an improvement in skill areas, for all populations of students. Students in grades K-8 are formally assessed in Science and Social Studies using unit based assessments, as well as performance tasks. These assessments display the students' content knowledge and overall language development. Student work and assessment results are analyzed and discussed on a weekly basis during professional development periods, teacher team meetings, inquiry team meetings, grade conferences, cabinet meetings, and common scheduled preps. The data from the Imagine Learning program also shows growth in the students who are actively engaged in the program. The students have engaged in literacy skill building work for a minimum of thirty minutes each day. We have monitored the students' progress and see growth in all of the students who are using the Imagine Learning Program. Some students have advanced to the point that they have tested out of the program.
12. What new programs or improvements will be considered for the upcoming school year?

We will continue to support the use of our newly purchased Imagine Learning Program, as well as the use of our Leveled Literacy Intervention Program, since the data has proven that both have been successful in supporting and advancing our ELLs. We will continue to provide our ELLs with learning experiences that will connect to their personal, cultural, language, and world experiences. We will continue to purchase more nonfiction books to add to the classroom libraries, to help support the content and provide a culturally rich curriculum. Our teachers will take part in professional development and workshops that are aimed at the developmental process of language and content learning as well as designing small group activities that engage ELLs in multiple opportunities to apply the language of content. Technology is also purchased yearly to help support the classrooms, the curriculum,

the ELLs, and their monolingual counterparts. In addition more licenses have been bought for the Imagine Learning program to give more students the opportunity to take part in the program.

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

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

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

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

15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.

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

16. How is home language support delivered in each program model (DL, TBE, and ENL)?

At P.S. 134 we currently have a freestanding ENL program. Instructional support is provided mainly in English, however we have staff members available to translate into the students' native languages when needed. Students also buddy up with other students who speak both their native language and English, to support them socially.

17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.

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

18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).

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

with communicating. All activities at the school are planned considering the family, cultural, and language background of students, to celebrate and include students in the school community and to educate staff about its diversity.

19. What language electives are offered to ELLs?

N/A

20. For schools with dual language programs:

- a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
- b. In which language(s) is each core content area taught?
- c. How is each language separated for instruction?
- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)

Through professional development offered at our school, teachers continually learn about language development, literacy and content instruction, effective ENL strategies, and New York State ENL Learning Standards. Teachers also attend off-site workshops and seminars related to ENL, at Teachers College, and through the district. These workshops and seminars focus on the latest research, most effective practices for teaching ELLs, and how to differentiate instruction to align with students' prior knowledge, learning, and language needs. Paraprofessionals attend professional development in house, and at the district. The certified ENL teachers attend Teacher's College workshops which focus on best practices for teaching ELLs such as adapting the reading and writing workshop to provide maximum support for our ELLs. Staff members attend Teachers College Calendar Days geared to ESL instruction throughout the course of the year. Administration attends these workshops as well. Staff members who attend these ELL specific workshops turnkey this information at Grade Conferences and Faculty Conferences. All staff members, including the Psychologist, Guidance Counselor, and Speech teacher attend these conferences. Teachers also meet weekly, by grade, to create monthly curriculum maps. Teachers take part in weekly Professional Development at school. Some of the sessions are focused on specific ELL practices. Teachers also work collaboratively to evaluate student work and data to ascertain the language and cognitive demands of tasks aligned to standards. The ENL teachers provide insight for the regular classroom teachers. During school-wide professional development days, teachers of ELLs work together to implement best practices into their curriculum planning. Teachers were given professional development days to focus on mapping the content area curriculum and differentiating for all subgroups of students.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?

Our teachers of ELLs attend workshops and seminars that focus on the latest research, most effective practices for teaching ELLs, and how to differentiate instruction to align with students' prior knowledge, learning, and language needs. Professional development provided by the school, Teachers College, and the District, help support the certified ENL teachers in the implementation of the Common Core Standards. Teachers learn best practice to ensure that our ELLs are able to meet the demands of the rigorous common core curriculum. Teachers map curriculum, collaborate to select the best instructional materials to meet the needs of the ELLs, and match the standards to their teaching points across all areas of study. They also engage in designing assessments that address the specific common core standards being addressed in each unit of study. Teachers also map curriculum across the school year, and across all content areas, to ensure that all common core standards are being addressed, and assessed over the course of the school year. When teachers are mapping curriculum they also incorporate UDL practices into their planning. The administration and the ENL teachers also attended professional development on the implementation of the new Common Core Aligned NYSESLAT exam. Our professional development targets the needs of our ENL teachers, and provides them with the support they need to ensure all students are successful. The teachers work to understand and interpret rubrics, student work, and discuss instructional strategies to meet the needs of our ELLs. We also schedule intervisitations for our teachers so they are able to observe best practices.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

The administration arranges for the Guidance Counselor to attend professional development level, in order to gather information she can turn key to all staff on helping ELLs as they transition from elementary to middle school. The Guidance Counselor then works with the ENL teachers to support ELLs as they transition to middle school. The Guidance Counselor and the Pupil Support Teacher work with the parents in conjunction with the Parent Coordinator and other staff members to help parents with the middle school application process. The 5th grade teachers also attended professional development to learn ways to support our students as they transition to middle school. The Guidance Counselor, Pupil Support Teacher, Parent Coordinator, along with translators, hold a meeting titled, "Making the Middle School Choice." This meeting provides the parents with information they need to make the best choices for their children. There are translators available for parents at this meeting. The Guidance Counselor also makes regular phone calls and holds meeting with parents who need further support in making decisions about middle schools. This support team helps parents decide which schools suit them best. Translation services are provided.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.

The principal plans in order to address the needs of the school and ensure that the school meets the ELL specific professional development requirements as per the CR Part 154.2 (15% of the 175 total hours over five years for all teachers, and 50% of the total 175 hours over five years for ENL teachers.) In order to do this, the school provides the hours of ELL training for all staff through our partnership with the Teachers College Reading and Writing Project. Teachers College professional development workshops, study groups, and on-site training take place throughout the school year. The teachers of ELLs who attend specialty ELL workshop days, turnkey the information they learn on helping ELLs, to the other staff members at Faculty Conferences, Grade Conferences, Professional Development periods, and common preps. We also provide development to the all staff during Grade Conferences, professional

development days, Teachers College Workshops, and Teachers College Staff Developers. During these meeting times, strategies for teaching ELLs are shared, modeled, demonstrated, and practiced. The Teacher's College Staff Developers are also providing days of staff development at the school, in addition to the professional development the teachers attend outside of the school. The teachers also attend District ELL meetings when they are held. The schools, as well as the teachers themselves, keep records of the professional development they attend.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

P.S. 134 provide individual meetings with parents of ELLs ongoing throughout the school year. These meetings take place weekly during Parental Involvement Tuesdays from 2:30-4:00 P.M. They also take place during parent Curriculum Conferences throughout the school year and during the teacher's prep time if that works better for the parents. The ENL teachers are also available to meet with parents upon request. During these meeting the teacher's discuss goals of the program, language development, assessments results, and language development needs in all content areas. There are also workshops held for the parents where they can discuss concerns one on one with staff members. Translation services are offered at all meeting, events, and workshops.

The teachers keep individual logs of when they call parents and meet individually with parents throughout the year. When teachers meet with parents at school wide events, there are also records kept, in the form of attendance. Attendance is also taken at curriculum conferences and at all workshops that are held for parents of ELLs. When the ENL teachers meet with parents during individual orientations, they also keep attendance logs.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.

Paste response here:

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.

P.S. 134 strives to include parents in all aspects of their children's learning, including parents of ELLs. In the beginning of the year the parents are invited to Classroom Curriculum Conferences at which translation services are provided. Parents are also invited to observe teacher lessons, attend workshops in ELA, and Math, participate in Family Night activities and are invited to attend several parents meetings that are planned around their topics of interest. Parent Workshops are held ongoing throughout the school year, and translation services are offered at all workshops. Some of the Parent Workshop topics are as follows, "Making the Middle School Choice," "ELL Parent Orientation," "Pre-K Parent Orientation," "Kindergarten Parent orientation," "Help Your Child Adjust to Pre-K and Kindergarten," "Safety Workshop," "NYS ELA Exams," "NYS Math Exams," "Homework and Study Habits," "Your Child's Learning Style," just to name a few. The workshops are designed based on parents' feedback. Parents are also invited to school wide and individual classroom celebrations. Translation services are provided throughout all activities in various languages that are needed. Information prior to these events is also sent home in various languages. Teachers College also provides parents opportunities for parents to participate in parent workshops. District meeting and opportunities for parents are ELLs are also shared with the parents. There are technology meeting for parents aswell. The PA also offers translations at their metetings and events, such as multicultural night.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?

We partner with Amerigroup which is a health based organization, which comes to speak with our families. We also partner with the Brooklyn Public Library they have representatives attend our Parent Workshops and assist families in signing up for a library card. They also share information with the families about all of the events, and support services that are offered at the library. We have translators available in all languages for the families at our school. This upcoming year we may also have a new CBO afterschool program at our school.

5. How do you evaluate the needs of the parents?

We evaluate the needs of the parents through parent surveys, Town Hall meetings, informal conversations, SLT meetings, Parent Teacher Conferences, and feedback given to the Parent Coordinator, and Parent Association.

6. How do your parental involvement activities address the needs of the parents?

We address the needs of the parents based on feedback from the meetings that we conduct as well as from the observed needs of the students. The Parent Coordinator greets parents in the morning. She provides translation services at workshops, she researches and provides answers to questions that they parents have, and she works closely with the Parents' Association to receive feedback from them. The workshops we provide are based on the requests of the parents. Workshops are also provided to keep parents abreast of the changes that affect themselves and their children such as the Common Core Standards. Translation services are offered at all meetings.

D. Additional Information

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

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

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Debra Ramsaran	Principal		10/30/15
Regina Squadrito	Assistant Principal		10/30/15
Betty Lopez	Parent Coordinator		10/30/15
Danielle Dory	ENL/Bilingual Teacher		10/30/15
Maria Mancini	Parent		10/30/15
Lauren Rosen	Teacher/Subject Area		10/30/15
Jennifer McMorro	Teacher/Subject Area		10/30/15
Danielle Valk	Coach		10/30/15
Jule Marino	Coach		10/30/15
Diane Washington	School Counselor		10/30/15
Julia Bove	Superintendent		
	Borough Field Support Center Staff Member _____		
Jasmine Yan	Other <u>Special Education</u>		10/30/15
Maryellen Walsh	Other <u>Reading</u>		10/30/15
	Other _____		

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **22** School Name: **P.S. 134**
Superintendent: **Julia Bove**

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training (www.learn DOE.org/tiu/lac) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

P.S. 134 uses various forms of data to assess language preferences of the parent community for both written and oral communication. The ENL teacher reviews every home language survey and makes a list of all of the preferred languages of each parent. The school also reviews each child's blue card and documents the parent's preferred written and oral language. Additionally, we print the RAPL (Adult Preferred Language Report) and compile a list of all of the parent's preferred languages. We use this information to be able to communicate and translate all correspondence for the parents in their preferred language. A report is created by the ENL teacher, Ms. Dory which lists all of the languages the parents speak, by class and by grade. This report is updated regularly.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

The preferred languages of the parents in our school are as follows: Arabic, Bengali, Cantonese, Chinese, English, Farci, Haitian Creole, Italian, Mandarin, Pashto, Russian, Serbo-Croatian, Spanish, Tadjik, Urdu, Ukrainian, and Uzbek. This information is listed in a report which is updated regularly.

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

P.S 134 translates all school letters that are sent home into the preferred language of the parents in our school. Examples of the type of correspondence that is sent home throughout the school year are as follows: information about school closings, letters about half days, dates and times of parent teacher conferences and parent curriculum conferences, information about upcoming parent meetings and parent workshops, school busing information, school events and concerts, and information about health and safety. Our school also sends home translated versions of our school's progress reports and reports cards. We send home translated versions of our school handbook. The Parent Association also translates information sent home to the parents of our school.

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

At P.S. 134 the staff meets with the parents face to face many times throughout the school year. The following is a list of when staff members have face to face meetings:

Parent Curriculum Conferences (September and May)

Open School Days

Parent Teacher Conferences (November and March)

Every Tuesday Afternoon (throughout the school year)

Parents Workshops (ongoing throughout the school year)

Family Math and Science Nights (twice a school year)

IEP Meetings for individual students (ongoing throughout the school year)

School leadership Meetings (monthly)

Parent Association Meetings (monthly)

Attendance calls (take place daily for the entire school year)

School Concerts (twice a school year)

Dance Festival, Graduations, and Class Celebrations (end of the school year)

Class Trips (ongoing throughout the year)

Phone calls to parents by teachers, administration, guidance counselor, school nurse, attendance coordinator, and related service providers (take place ongoing throughout the school year)

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

At P.S. 134 we plan ahead and submit translation requests in a timely manner to the Translation and Interpretation Unit (or to a vendor for languages the Unit does not cover,) to ensure translations are distributed at the same time as English documents. P.S 134 translates all school letters that are sent home into the preferred language of the parents in our school. Examples of the type of correspondence that is sent home throughout the school year are as follows: information about school closings, letters about half days, dates and times of parent teacher conferences and parent curriculum conferences, information about upcoming parent meetings and parent workshops, school busing information, school events and concerts, and information about health and safety. Our school also sends home translated versions of our school's progress reports and reports cards. We send home translated versions of our school handbook. The Parent Association also translates information sent home to the parents of our school.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

At P.S. 134, we have staff members available to provide translation services at all school events that take place at our school. If a parent needs translation, we have our staff members translate in the preferred language of the parent. If a parent speaks a language we cannot provide a translator for, we call the translation and interpretation services unit. The parents are informed, in their preferred language, that translation services are available at all school events that are taking place.

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

All staff members are given a class list listing the preferred languages of the families in their class. All staff members are made aware that translation services are available for all parents at all school events throughout the school year. The staff members are given an information card from the translation and interpretation unit explaining the steps to follow in order to contact the unit to obtain access to translation services for any parents that require translation services. The ENL teacher also shares information with all staff members on how to access online help to translate and interpret documents. In addition, the school gives all staff members information about the languages spoken by all staff members in our school, to use as a resource. For school events the staff receives a memo outlining the staff members that are available to offer translation services, and their location throughout the building. For events such as parent curriculum conferences, the parents are given information about where meetings are being held in their preferred language. All staff members are given a copy of the "I Speak..." card which includes the phone number for over the phone interpretation.

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

P.S. 134 offers translation and interpretation services for all parents in their preferred language. All school documents are translated and sent home in the parent's preferred language. We have staff members available to translate in a parent's preferred language, at all school events, parent meetings and workshops, when parents visit the school, at registration, when conducting IEP meetings, or just general inquiries. If we do not have a staff member who can speak the preferred language of a parent, we call the translation and interpretation unit for assistance.

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

We gather feedback from the parents at our school of the parents through the use of parent surveys, Town Hall meetings, informal conversations, SLT meetings, Parent Teacher Conferences, and feedback given to the Parent Coordinator, and Parent Association.