



P.S. 26 Q

2009-10

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: 26Q026
ADDRESS: 195-02 69 AVENUE
TELEPHONE: 718-464-4505
FAX: 718-464-4505

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 26Q026 SCHOOL NAME: Rufus King School

SCHOOL ADDRESS: 195-02 69 Avenue

SCHOOL TELEPHONE: 718-464-4505 FAX: 718-464-4644

SCHOOL CONTACT PERSON: Dr. Dina Koski EMAIL ADDRESS: Dkoski@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Dr. Dina Koski

PRINCIPAL: Dr. Dina Koski

UFT CHAPTER LEADER: Arlene Goodman

PARENTS' ASSOCIATION PRESIDENT: Christine Suknanan

STUDENT REPRESENTATIVE:
(Required for high schools) David Slotnick

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 26 SSO NAME: CEI-PEA

SSO NETWORK LEADER: Walter O'Brien

SUPERINTENDENT: Anita Saunders

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT members should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/Administration/ChancellorsRegulations/default.htm>). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Dr. Dina Koski	*Principal or Designee	
Arlene Goodman	*UFT Chapter Chairperson or Designee	
Christine Suknanan	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools)</i>	
Rita Friedman	Member/Teacher	
Barbara Rubin	Member/Teacher	
Lauren Nitka	Member/Teacher	
Chrysanthe Georgatos	Member/Teacher	
Mahrina Bains	Member/Parent	
Pat Greenberg	Member/Parent	
David Slotnick	Member/Parent	
Lisa Karim	Member/Parent	
Maylinda Levi	Member/Parent	

Signatures of the members of the School Leadership Team (SLT), as well as any applicable documentation, are available for viewing at the school and are on file at the Office of School Improvement.

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Directions: In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

Public School 26, the Rufus King School is located in Fresh Meadows, Queens. This pre k-5 grade school houses a culturally diverse population, which is 12.7% white, 9.6 black, 12.1 Hispanic, 65.2 Asian and others. Classes are heterogeneously grouped. There is an integrated collaborative teaching in grades K-5. We also have a 4/5 12:1 class. Autistic classes from district 75 are housed on the third floor of our building. Inclusion students from district 75 are part of our 26 family in grades K, 1, and 4.

The P.S. 26 family shares a very clear mission/vision. The vision states: We envision P.S. 26 as a community of students, teachers, staff and parents actively engaged in the educational process. Teachers, staff and parents are committed to providing an environment, which is conducive for students to learn the civic, social and technological skills necessary for the 21st century. Teachers, staff and parents will work together to create a community of life-long learners.

Our mission states: The mission of P.S. 26 is to provide a nurturing environment in which all can learn. Teachers, parents, students and community work collaboratively in order to actively achieve the goals.

Team 26 – Together Everyone Achieves More. We strive to differentiate curriculum and instructional strategies so that all students will meet or exceed the standards.

Evidence of our perpetuation of the mission/vision includes the following programs:

- AIS/Enrichment programs for students
- Adult ESL programs
- Ballroom dancing instruction for students in grade 5
- TASC after-school program for students in grades 1-5
- PTA workshops and meetings are held monthly
- Operation Explore
- Our teachers differentiate instruction to meet the needs of our students
- We celebrate our accomplishments at our yearly Science Fair and Celebration of Learning
- The Arts are an integral part of our everyday learnings
- Technology is also a vital part of our instruction. Laptops are used in 5th grade. SMARTBoards are used in grades 1,2,4 and 5.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT				
School Name:	P.S. 026 Rufus King			
District:	26	DBN #:	26Q026	School BEDS Code #: 342600010026

DEMOGRAPHICS									
Grades Served in 2008-09:	<input checked="" type="checkbox"/> Pre-K	<input checked="" 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	<input type="checkbox"/> Ungraded			
Enrollment:				Attendance: % of days students attended					
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08*	2008-09		
Pre-K	58	50	68		94.9%	95.0%	TBD		
Kindergarten	92	104	95						
Grade 1	116	86	104	Student Stability: % of Enrollment					
Grade 2	96	107	87	(As of June 30)	2006-07	2007-08	2008-09		
Grade 3	91	87	93		93.1	92.3	TBD		
Grade 4	101	87	93						
Grade 5	87	92	91	Poverty Rate: % of Enrollment					
Grade 6	0	0	0	(As of October 31)	2006-07	2007-08	2008-09		
Grade 7	0	0	0		30.7	32.9	26.6		
Grade 8	0	0	0						
Grade 9	0	0	0	Students in Temporary Housing: Total Number					
Grade 10	0	0	0	(As of June 30)	2006-07	2007-08	2008-09		
Grade 11	0	0	0		0	1	TBD		
Grade 12	0	0	0						
Ungraded	0	1	1	Recent Immigrants: Total Number					
				(As of October 31)	2006-07	2007-08	2008-09		
Total	641	617	638		15	6	1		
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08	2008-09		
Number in Self-Contained Classes	0	0	7						
No. in Collaborative Team Teaching (CTT) Classes	19	36	46	Principal Suspensions	4	0	TBD		
Number all others	55	42	45	Superintendent Suspensions	0	0	TBD		
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS							
English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs: Total Number			
(As of October 31)				(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	2006-07	2007-08	2008-09	CTE Program Participants	0	0	0
# in Trans. Bilingual Classes	0	0	0	Early College HS Participants	0	0	0
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	62	50	52	Number of Staff: Includes all full-time staff			
# ELLs with IEPs	1	3	5	(As of October 31)	2006-07	2007-08	2008-09
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	40	46	41
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals	5	13	13
(As of October 31)	2006-07	2007-08	2008-09	Number of Educational Paraprofessionals	N/A	0	0
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	2006-07	2007-08	2008-09	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
American Indian or Alaska Native	0.9	0.5	0.5	Percent more than two years teaching in this school	85.0	82.6	85.4
Black or African American	11.4	10.5	9.6	Percent more than five years teaching anywhere	62.5	69.6	68.3
Hispanic or Latino	12.0	11.2	12.1				
Asian or Native Hawaiian/Other Pacific Isl.	61.9	63.0	65.2	Percent Masters Degree or higher	95.0	96.0	95.0
White	13.7	14.8	12.7	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	100.0	100.00	100.00
Multi-racial							
Male	50.2	51.2	49.4				
Female	49.8	48.8	50.6				

2008-09 TITLE I STATUS				
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)	<input type="checkbox"/> Title I Targeted Assistance	<input type="checkbox"/> Non-Title I		
Years the School Received Title I Part A Funding:	<input type="checkbox"/> 2006-07	<input type="checkbox"/> 2007-08	<input type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY			
SURR School: Yes <input type="checkbox"/> No <input type="checkbox"/>		If yes, area(s) of SURR identification:	
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):			
<input checked="" type="checkbox"/> In Good Standing	<input type="checkbox"/> Improvement – Year 1	<input type="checkbox"/> Improvement – Year 2	
<input type="checkbox"/> Corrective Action – Year 1	<input type="checkbox"/> Corrective Action – Year 2	<input type="checkbox"/> Restructured – Year ____	
* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.			

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

Individual Subject/Area Ratings	Elementary/Middle Level			Secondary Level		
	ELA:			ELA:		
	Math:	IGS		Math:		
	Science:	IGS		Grad. Rate:		

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	Elementary/Middle Level			Secondary Level		
	ELA	Math	Science	ELA	Math	Grad. Rate
All Students		√	√			
Ethnicity						
American Indian or Alaska Native		-	-			
Black or African American		√	-			
Hispanic or Latino		√	-			
Asian or Native Hawaiian/Other Pacific Islander		√	√			
White	√	√	-			
Multiracial						
Other Groups						
Students with Disabilities		√	-			
Limited English Proficient	-	-	-			
Economically Disadvantaged	√	√	√			
Student groups making AYP in each subject	2	7	3	0	0	0

Key: AYP Status

√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
√ ^{SH}	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

Note: NCLB/SED accountability reports are not available for District 75 schools.

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade	TBD	Overall Evaluation:	TBD
Overall Score	TBD	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	TBD
School Environment (Comprises 15% of the Overall Score)	TBD	Quality Statement 2: Plan and Set Goals	TBD
School Performance (Comprises 30% of the Overall Score)	TBD	Quality Statement 3: Align Instructional Strategy to Goals	TBD
Student Progress (Comprises 55% of the Overall Score)	TBD	Quality Statement 4: Align Capacity Building to Goals	TBD
Additional Credit	TBD	Quality Statement 5: Monitor and Revise	TBD

Note: Progress Report grades are not yet available for District 75 schools.

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review the schools use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
 - What have been the greatest accomplishments over the last couple of years?
 - What are the most significant aids or barriers to the school's continuous improvement?
-

2009-2010 Needs Assessment

A comprehensive review of the 2008-2009 ELA data concluded that:

- 87.7 % of students scored a level 3 or 4 on the 2009 NYS ELA Test.
- No general education students scored a level 1 but 3 special education students scored at level 1 on the ELA test.
- 85% of the students in the school's lowest third made at least one year of progress.
- 23% of ELL's scored level 3 and 4.
- 91% of English proficient students scored level 3 and 4 on the 2009 ELA.
- 62.1% of students made at least one year of progress as compared to 58.2% of students in 2008.
- There are 104 Special Education students in 2009-2010 as compared to 97 students last year. The addition of a self-contained 12:1 (grade 4 and 5) special education reflects this increase.

Analysis of this Spring 2009 Acuity ELA Predictive Assessment suggests that all students need to improve in:

- Better understanding academic language and the development of vocabulary in all content areas
- Acquiring strategies to add details to support answers in their written responses.
- Comparing and contrasting themes from two passages of different genres through a variety of graphic organizers
- Incorporating their own "voice" throughout their writing
- Using context clues to determine the meaning of unknown words, similes, metaphors and figurative language.
- Determine the structure of different types of texts – informational and poetry
- Identifying universal themes from fables, myths and poems
- Understanding vocabulary concepts in determining an author's purpose.

A comprehensive review of the Math 2008-2009 data concluded that:

- 97% of students scored at Level 3 or 4 on the 2009 NYS Math Test.
- 76.3% of the students in the school's lowest third made at least one year of progress.
- 89% of ELLs scored level 3 or level 4.
- 74.7% of students made at least one year of progress in 2009 as compared to 61.1% of students in 2008.

Accomplishments:

Our school's data continues to drive the work of our Inquiry Team. Specifically, the team will study 20 students this year in grades 2 and 3.

The *McMillan/McGraw Hill Reading Program (Treasures)* supports differentiation of instruction in all grades throughout the building.

The *Being a Writer Program* was introduced in the spring and was implemented in September in all grades throughout the building.

Ongoing professional development will take place throughout the year.

Utilizing the *Fountas* and *Pinell* book level assignments, all students are assessed throughout the year and know their "just-right" reading levels. These levels are passed on from grade to grade each year.

Using the *Wilson Program* and *Foundations* students develop phonetic, and fluency skills so there can be a greater focus on comprehension strategies among below grade level readers.

The *McMillan McGraw Hill Math Connect Program* in grades K to 5, supplemented by additional teaching resources, continues to support higher-level thinking, differentiation of instruction and uses formative and summative instruction to monitor student progress.

School wide focus of incorporating academic language and content vocabulary across the curriculum and throughout all the grades is evident in classroom word walls. Differentiated instruction, utilizing hands-on learning, written and oral explanation of mathematical reasoning will be ongoing throughout the building.

The addition of Smart Boards, in four classrooms, supports the initiative of integrating mathematic, literacy and technology.

Public School 26 has chosen to adopt the theme of vocabulary on a school wide level. The creation of a "kid friendly" mascot named "Wally the Walrus" has become our ambassador into the world of words. School wide activities have been planned to help our students broaden their vocabulary.

Wally's presence in every classroom, gives both teachers and students a source of motivation and ownership.

Barrier:

Due to the budget constraints, limited funds are available to support the teaching and the learning that is in place.

Our faculty works together to see that mathematics, literacy and technology are integrated throughout the curriculum.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school’s instructional goals for 2009-10 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

Notes: (1) In Section VI of this template, you will need to complete an “action plan” for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal’s Performance Review (PPR) goals should presumably be aligned to the school’s annual goals described in this section.

Goal 1: To improve literacy instructions to all students with IEP’s in the area of vocabulary and writing as evidenced by a 3% increase of the number of students making one year of progress on the NYS ELA Assessment.

Goal 2: To improve literacy instruction for ESL students as evidenced by a 3% increase in the number of students scoring at the proficient level on the NYSLAT as well as 75% of ESL students taking the NYS ELA exam for the first time scoring level 3.

Goal 3: To improve the aggregate number of students making a least on year of progress as evidenced by a 3% increase in the number of students making one year progress.

Goal 4: To increase attendance at PTA meetings as evidenced by a 5% increase in the number of parents in attendance.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): Literacy – Goal 1

Annual Goal <i>Goals should be SMART – Specific,</i>	To improve literacy instruction to all students with IEP’s in the areas of vocabulary and writing as evidenced by a 3% increase of the number of students making one year of
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<i>Measurable, Achievable, Realistic, and Time-bound.</i>	progress on the NYS ELA Assessment
Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i>	Teachers will utilize data from Acuity, ARIS and classroom data to monitor student progress in learning vocabulary and writing Students who did not meet proficiency level 3 on ELA and or did not make one year of progress will receive additional AIS services Included in these services are the following <ul style="list-style-type: none"> ➤ Extended day instruction after school ➤ AIS pull-out instruction ➤ Differentiated instruction in the classroom for the teaching of skills as determined by assessments ➤ Monthly Professional development will concentrate on vocabulary development and Writers Workshop, Intervisitations will be scheduled so that best practices can be shared ➤ Acuity (Predictive/ITA) assignments will given. Results will be used to set student goals ➤ AIS, SETTS, and Related service providers will meet with teachers in order to plan for the students collaboratively
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i>	Title I Money – For Professional Development
Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	ELA results – 3% increase Writing portfolios Just right book lists

Subject/Area (where relevant): Goal 2 - Literacy

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To improve literacy instruction for ESL students as evidenced by a 3% increase in the number of students scoring at the proficient level on the NYSLAT as well as 75% of ESL students taking the NYS ELA exam for the first time scoring level 3</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> ➤ To provide additional assistance to the students taking the ELA for the first time (grades 3-5) ➤ Additional instruction will be given to students who will take the ELA for the first time. The instruction will be given by the ESL teacher and the classroom teacher. ➤ Skills instruction will begin in the early childhood grades. The literacy instruction will be differentiated. ➤ Title III – afterschool program will work on development of literacy skills ➤ Content area vocabulary will be stressed in the ESL room, classroom and during 37 1/2 minute instruction. ➤ Professional development by CEI-PEA will concentrate on vocabulary development ➤ Parent workshops will be given by the literacy teacher. ➤ Parent ESL classes are given weekly by the Parent Coordinator. ➤ Acuity (NYSELAT/Predictive/ITA/ESL) Predictive will be administered. Date will be analyzed so that the instruction will be centered on the specific needs of the students.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Title III Money</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> ➤ Agendas and evaluations from professional development will be reviewed ➤ NYSESLAT-3% increase in the students scoring proficient ➤ ELA results in June-75% of students taking the ELA for the first time will score level 3 ➤ Observations of teachers to see how the needs of the ELL’s are met ➤ Review of monitoring tools by supervisors to see how the needs of the ELL’s are met

Subject/Area (where relevant): Literacy – Goal 3

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To improve the aggregate number of students making a least one year of progress as evidenced by a 3% increase in the number of students making one year progress</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Teachers will utilize data from Acuity, ARIS, and classroom data to monitor student progress</p> <ul style="list-style-type: none"> ➤ Teachers will utilize data from Acuity, ARIS and classroom data to monitor student progress in learning vocabulary and writing. ➤ Students who did not meet proficiency level 3 in grades 4 & 5, students who did not make one year’s growth will receive additional AIS Intervention services. ➤ Included in these services are the following: <ul style="list-style-type: none"> - Extended day instruction after school (371/2 minutes) - Before school enrichment program for students who received high 3’s - AIS pull-out instruction for the neediest students in grades 3-5 - Differentiated instruction in the classroom. Flexible small group instruction for the teaching skills as determined by assessments, conferencing and guided reading lessons. - SETTS teacher and IEP will provide at risk services for struggling students (Wilsons Foundations) - Parent workshops - Being a writer will be implemented. - Monthly Professional Development will concentrate on Vocabulary Development and the Writer’s Workshop. Model classrooms and intervisitations will be scheduled so that best practices can be shared. - Acuity (Predictive/ITA) assignments will be given. Results and action plans for each student will be discussed and shared with all staff that service students. The Inquiry Team. Principal and Assistant Principal will participate in the development and execution of the plans. - Student progress will be discussed at monthly informal grade conferences. AIS, SETTS, and related providers will attend. Informal conference notes will be shared with the administration. - The Inquiry Team and PPC will meet bi-weekly to monitor student progress.

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Title I money will be used.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>The following instruments will be used to monitor and assess progress:</p> <ul style="list-style-type: none"> ➤ ELA results in June – 3% increase in students making one year growth ➤ The ITA throughout the year will measure effectiveness and show improvement in student learning. ➤ Writing portfolios will be reviewed monthly. ➤ Just-Right book list will be collected and will measure growth in comprehension skills.

Subject/Area (where relevant): Goal 4- To increase Parent Involvement –

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To increase attendance at PTA meetings as evidenced by 5% increase in the number of parents in attendance</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> ➤ Student of the month awards will be given at PTA meetings. ➤ The dates of the PTA meetings will be posted on our website. ➤ Reminder letters will be sent home. ➤ E-mail notices will be sent to parents by the Parent Coordinator.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Title I Parent Involvement money</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Sign-in sheets will be used at each meeting.</p>

REQUIRED APPENDICES TO THE CEP FOR 2009-2010

Directions: All schools must complete Appendices 1, 2, 3, & 7. (Note: Appendix 8 will not be required for this year.) All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement – Year 1 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructured Schools, must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Note: Please refer to the accompanying CEP Guide for specific CEP submission instructions and timelines.**

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR’S REGULATIONS FOR ALL SCHOOLS

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEMWIDE CURRICULUM AUDIT FINDINGS – REQUIREMENT FOR ALL SCHOOLS

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10 – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)

APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING – REQUIREMENT FOR ALL SCHOOLS

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

New York State Education Department (SED) requirement for all schools

Part A. Directions: On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components**: additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	15		N/A	N/A	0		4	
1	28		N/A	N/A	0		3	
2	14		N/A	N/A	0		2	
3	11		N/A	N/A	1		2	
4	38		0	0	7		4	
5	32		0	0	4		1	
6								
7								
8								
9								
10								
11								
12								

Identified groups of students who have been targeted for AIS, and the established criteria for identification:

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	Small group during school Wilson, Foundations and differentiated instruction are integral parts of our AIS program. Enrichment is also part of our school day.
Mathematics:	Classroom instruction includes differentiated instruction which includes: more specific skills practice and reteaching as well as enrichment. It also includes level tests.
Science:	Classroom instruction includes differentiated instruction.
Social Studies:	Classroom instruction includes differentiated instruction.
At-risk Services Provided by the Guidance Counselor:	Students who are at-risk are seen during the day as needed.
At-risk Services Provided by the School Psychologist:	Students who are at-risk are seen during the day as needed.
At-risk Services Provided by the Social Worker:	Students who are at-risk are seen during the day as needed.
At-risk Health-related Services:	Students who are at risk are seen during the day as needed.

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school's current year (2009-2010) LAP narrative to this CEP.

I. Language Allocation Policy Team Composition [See Worksheet page 1]

II. Teacher Qualifications [See Worksheet, page 1]

III. ELL Demographics [See Worksheet, page 1]

IV. Parent Program Choice

Parents attend one of multiple orientation sessions held throughout the year that explain the three program options—*TBE, Dual Language, and Freestanding ESL* in detail. Parents are informed in their native languages of all the options of the three program choices available to them. More than two thirds of the parents are of Korean descent and therefore the ESL teacher conducts one orientation in both Korean and English. Video/DVD presentations are offered in the native language of the parents involved.

We offer ongoing parent meetings throughout the year to insure that all parents have the opportunity to select an appropriate program. Our ESL teacher leads the orientation sessions with additional support from administrators and the parent coordinator.

At the orientation meeting, parents complete and submit Program Selection Forms. Parents who did not attend any of the orientation sessions are contacted by the ESL teacher by telephone. For those parents unable to attend meetings, individual meetings as their schedule permits, are scheduled. Outreach is ongoing until all forms are received.

For school year 2008-2009, 100% of parents surveyed, selected the Freestanding ESL program as their program of choice.

Based upon our Parent Survey responses, we implement a freestanding ESL program where all instruction in our building is in English with native language support where possible.

The program choices for school years 2006-2007, 2007-2008 and 2008-2009 reflect a strong trend. They indicate a strong preference for Freestanding ESL instruction. Out of approximately 65 parents, only one parent failed to choose a specific program at the time of orientation, and this was due to the parent's admitted difficulty in understanding English and the options.

The program model offered at P.S. 26 is aligned with parent requests since all the parents chose Freestanding ESL.

The ESL Freestanding program includes small group instruction that focuses on both language and content objectives as outlined by NYS Learning Standards. The program serves both parents and students successfully.

Part V. Assessment Analysis, Part B

Test results of the NYSESLAT and LAR-R assessments indicate that among our ELLs, speaking and listening skills develop earliest. The majority of ELLs pass the Speaking section of the NYSESLAT assessment at the end of a full year in the program. Additionally, most achieve basic sight word recognition and fundamental decoding skills within the first year.

Data confirms our experiential findings that among our ELLs, reading comprehension skills develop later during the Intermediate level of instruction, with Writing skills developing during the latter, more Advanced level of instruction. As expected, students achieve full proficiency by the third year of ESL instruction.

Data trends also indicate a higher number of young ELL Learners, concentrated primarily in grades kindergarten and grade 1.

Across proficiency levels, the data reveals nearly three times as many students in the advanced level as opposed to the Beginner level. Although the data is fluid, patterns of growth and language retention do appear to emerge in high concentration.

With respect to the four ELA strands—listening, speaking, reading and writing—student proficiency is also fluid and approaches mastery by grade 5. Of those ELLs who remain with us through grade 5, we find that their proficiency matches, and oftentimes exceeds that of the native-speaking student.

For SY 2008-2009, data indicates concentrations of students at myriad levels.

In the *Listening* strand, across grade levels, 32 students are at the Advanced level while less than half that number(14) are at the Beginner level.

In *Speaking*, nearly four times as many students (33) are at the Advanced level than those (9) at the Beginner level.

In the *Reading* strand, the numbers are almost even, with 25 students labeled as Beginning Readers and 24 labeled as Advanced.

The *Writing* strand has similar numbers as the Reading strand, with 28 students labeled Beginner and 24 labeled Advanced.

Across grade levels, in all strands except that of Listening, students' numbers fall in the Intermediate strand and make up mid range percentages, tending to be half that of students labeled as Advanced.

The patterns across the four modalities reveal fewer percentages of students across all grade levels have reached an Advanced level in either Reading and/or Writing.

The challenge, therefore is to create patterns of growth and competency in these modalities that echo the proficiencies that students have in the Speaking/Listening modalities.

Several interventions have been designed and implemented across grade levels to increase proficiency at the Reading/Writing level. Each is outlined in brief below.

1. In an effort to strengthen the instructional delivery of the Reading/Writing modalities, specific intervention staff registered for and attended the recent three-day institute offered by the Office of English Language Learners, “*From Analysis to Achievement: Using Elementary-Level Data to Design Effective Instruction for ELLs*”
Training for classroom and support staff is planned to take advantage of this training through opportunities that include turn-key training, informal grade conferences, and parental workshops.
2. Staff training in the key principles discussed throughout the institute, as well as training in the effective strategies learned is ongoing and in process through the 2008-2009 school year. In incorporating many of the strategies stressed into instructional delivery particularly in the Reading and Writing strands, we seek to strengthen our efforts and bring the same successes demonstrated in Listening/Speaking to Reading/Writing.
3. We currently service all Beginning and Intermediate level students with double periods of intensive immersion and instruction. Students are provided with multiple opportunities to experiment with language and to practice their emerging proficiency within a small group setting that is focused, supportive and involves much student input.
4. Academic intervention in the form of an Afterschool ESL program is another component we have implemented to address the gap in proficiency between Listening/Speaking and Reading/Writing strands. The data generated from patterns across the four modalities also affected our instructional decision to create an After school ESL program that targets ELL students and offers them enriched activities in Reading/Writing.
5. Intensive intervention for grade 5 students in the two-months prior to the administration of the New York State Social Studies Test, is conducted by the ESL teacher. Within this intervention, students focus on academic language and vocabulary that is applicable to the assessment. Student learning also includes a broader focus on content, relating social studies concepts to students’ prior knowledge.
6. Finally, those students who pass the NYSESLAT assessment are absorbed into the AIS Academic services program and continue to receive small-group instruction in language. These students apply their phonemic awareness skills to decoding and are taught to use context clues, detailed graphic organizers to gain proficiency in comprehension using varied reading materials across genres. Their comprehension skills are reassessed and appropriate individualized and differentiated learning experiences are designed for these students amid peers.

Part V. Assessment Analysis, Part C [See Worksheet, pp. 4]

Part V. Assessment Analysis, Part D

Student results of how ELLs fare in tests taken in English reveal patterns across proficiencies and grades.

Data for SY 2007-2008 indicated 80% proficiency at grade 3 and 91% proficiency by grade 4. Data for grade 5 was not captured in time for this analysis.

2007-2008 ELA test data indicates increased proficiency of our ELL population.

Overall 76% of Grade 3 students, including ELLs achieved Level 3 mastery in 2007. In 2008, the percentage of grade 3 rose to 80%.

Between 2007 and 2008, grade 4 students' ELA scores, including those of ELLs, increased from 84-86%. By grade 5, mastery at and above Level 3 increased from 89-92%.

Of the 5 ELLs in grade 3 and 4 who were mandated to take the ELA exam with less than a year's experience in the program, three students scored Level 1 and two scored at Level 2. In grade 4, two students scored Level 2.

The trend toward increased proficiency continues with other exams that are administered in English. By grade three, most ELL students perform at levels 3 and 4 on math and science standardized tests. One third grade ELL tested at Level 2 and 4 ELLs tested on level 3 on the math assessment, as did all of the fourth graders. Our fourth graders tested at Level 3 and 4 on PET science with native language support.

Fifth graders tested at Level 3 and 4 on math assessments.

The data reveals emerging patterns with respect to our ELL population.

School leadership and teachers continue to dialogue about the exam score data in varied forums. Acuity team members are also focusing their attention on Ell data and the gap between proficiencies.

Within classrooms and both ESL and AIS pull-out intervention programs, instructional design and planning includes the use of diagrams, drawings and graphic organizers. We use these and many types of math manipulatives to represent math concepts for our ELLs. Such instruction is integral and is a core aspect of the teaching methodology utilized at our school.

Students also benefit from small group instruction within their classrooms as well as within the ESL and AIS programs. Given time to experiment with and manipulate language in the contexts of authentic and rich environments provides all students with access to success and proficiency.

Data item analysis reveals ELL students lack familiarity with academic and basic test vocabulary. In addition, the data reveals a lack of ability to understand shaded and multiple meanings across the multiplicity of language choices available to a fluent English learner.

For ELLs, we deconstruct the vocabulary and nuances of test language through work with practice tests, analyzing and making decisions about the tasks required of students. To better understand the competencies and needs of our ELLs, we continue to focus on the instructional strategies and practices that have been positively linked to student achievement. We examine strategies to show how many of them can be modified to help ELLs acquire content and language skills.

We offer increased experience with word problems and a focus on content-specific vocabulary in math, science and social studies. Students continue to use hands-on activities in science to increase understanding of complex ideas. The additional practice required in designing and exhibiting science fair projects offers much-needed and practical experiences in content areas.

In our ESL classes, ELLs develop a personal glossary and writing/reflection journals for review of scientific vocabulary and concepts.

Learning logs/journals are required of all grade 5 students due to experiential learning in the school garden and during a 3-day upstate environmental immersion at the Taconic Outdoor Education Center (TOEC) environmental camp.

The results of the ELA interim assessments are articulated through several venues including formal staff conferences, both formal and informal grade conferences and between teachers on an ongoing basis during monthly focus meetings.

From the Interim Assessments the school is learning that the greater the frequency of the immersion in English, students' proficiency increases and that the native language is *not* integral to success on the Interim Assessments, and that many students do well despite their level of English acquisition.

Freestanding ESL Instruction is delivered in small-group/Pull-Out classes. Students are grouped by both grade and ability levels. There are two groups in grades K and Grade 1 with the remainder of the grades having one class by grade level. From September-December 2008 only one ESL teacher was available following June 2008 excessing. Therefore, students in grades K-3 received 200 minutes of instruction. The beginning and intermediate students in Grades 4 and 5 received 360 minutes of instruction weekly.

Instruction is differentiated within each pull-out group. Newcomers are targeted immediately and receive language immersion in small, flexible groups. Instruction is fluid based upon children's needs and level of English proficiency. Instructional tools include big books, books on tape, visual cue systems, etc all within the context of ESL methodologies and best practices.

The IEPs of students with special needs are examined and integrated into instructional practices.

Finally, data reveals a critical need for differentiated instructional opportunities for all our students as well as our ELLs. A school-wide focus on instructional delivery specific to vocabulary, writing and instructional differentiation of work and homework continues to evolve, changing the way we deliver instruction now and throughout 2008-2009.

VI. LAP NARRATIVE, Questions 1-6

PS 26Q in Fresh Meadows, Queens, has a total population of 658 students in grades Kindergarten to Grade 5 of which 9% are English Language Learners as determined by the HLIS and LAB-R assessment and NYSESLAT.

A majority of these students originate from Asian countries with Korean (38) being the most predominant language.

Our population also includes those who speak Spanish (8), Chinese (8), Bengali (1), Urdu (11), Haitian Creole (1), Punjabi (1), Farsi (1) and Tagalog (1) as their native language.

The organizational model of our Freestanding ESL program is a Pull-Out model with some degree of departmentalization for grade 5 students. From heterogeneous classrooms, students are pulled out several days a week for intensive instruction with students of the same proficiency level.

One certified and licensed ESL teacher adheres to a small, flexible group pull-out program structure following the ESL model which focuses equally on developing English language proficiency (ELA) and rigorous academic content knowledge.

For K to Grade 3 Beginner (9) and Intermediate (7) students receive 200 minutes of ESL instruction per week and Advanced (30) students receive 200 minutes of ESL instruction combined with 180 minutes of ELA instruction.

Grade 4 and 5 Beginner groups (5) and Intermediate (2) students receive 360 minutes of ESL instruction with Advanced (7) students receive 200 minutes of ESL instruction combined with 180 minutes of ELA instruction.

Grade Breakdown Across Proficiency Levels

Grade	Beginner	Intermediate	Advanced	Total
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Kindergarten	4	0	14	18
Grade 1	5	5	10	20
Grade 2		2	4	6
Grade 3			2	2
Grade 4	3	1	2	6
Grade 5	2	1	5	8
Grade Totals	14	9	37	60

We have two time ESL licensed teachers in order to fulfill CR Part 154 Regulations.

Our English language learners receive content area instruction in English using ESL methodology and strategies that are employed by both the classroom teacher and the ESL teacher. We are able to offer support of complex academic vocabulary and concepts in the upper grades through the efforts of a Korean speaking ESL pedagogue.

The ESL pedagogue uses English exclusively for ELA instruction to assist our students in achieving state designated levels of proficiency for their grade. Children at the Beginner level are given intensified English instruction to get a solid start in their new language. Content instruction is given at all proficiency levels and is increased for our students at the Intermediate and Advanced levels where the children have already started to master the basics of English.

ESL methodology is incorporated to insure comprehension of the challenging core content.

Techniques include TPR, and visual representation, paraphrasing, sheltered English, CALLA, the use of graphic organizers and semantic mapping. The use of technology such as computers and video presentations also help advance the skills of our ELLs.

Literacy skill instruction is a large part of content development as the ESL teacher sets objectives for both language development and content achievement for each lesson that they have planned.

Planning is individualized across grade and proficiency levels.

English/ELA instruction follows the workshop model of Balanced Literacy used throughout our building. Students are immersed in language and have multiple opportunities to use, experiment with, and engage in literacy amid authentic content instruction.

Engaging Read Alouds enable ELLs to experience language fluency, rhythm and cadence while also providing rich experiential contexts for content and literacy learning in English.

Mini lessons planned for our ELLs enable a teacher to craft individualized responses to a student's strengths and abilities and mediate where misunderstandings may lie.

Shared reading, guided reading and Modeled reading/writing offers students a depth of exposure to language in which emerging fluency and skill mesh in authentic, and highly differentiated contexts.

Within the context of small groups, students engage in cooperative activities that include Jigsaw activities, as well as innumerable other learning strategies.

Amid these ongoing components of literacy and language immersion, students have varied and immediate contexts for independent reading/writing activities.

Explicit instructional work includes word work as a large part of our ESL program to improve phonemic awareness, fluency and vocabulary. We integrate Accountable Talk and innumerable graphic organizers in our instruction. Additionally, we vary our questioning of students in order to extend their learning from the literal to inference and evaluative questioning and tasks. This serves the dual purpose of, giving students the tools they need to master content and skills, while also opening their access to content and thinking models that are more sophisticated.

Explicit instruction also incorporates guided and modeled activities that differentiate words and vocabulary terms common to questions that signal sequence, contrast, comparison, and cause-and-effect situations.

Focused ESL strategies are employed through the use of repetition, chants, music, poetry, choral reading, role playing and dictation activities. These strategies are especially critical and highlighted in our Beginning and Intermediate levels.

Much support and continuous modeling is given at the Beginner and Intermediate levels. Independence, amidst facilitative support, is stressed for our more Advanced ELLs.

Assessment is ongoing and includes interim New York State and Acuity assessments in grades three through five in addition to the NYSESLAT and other state required content area testing.

We strive to offer our Beginning and Intermediate level ELLs test modifications wherever possible and include these interventions as part of each student's learning outlook.

Instructionally, both classroom and ESL teachers incorporate strategies and informal assessments through the use of rubrics, portfolios, running records and conference notes.

We seek to extend our teaching/learning repertoires to include many more strategies specific to ELLS

We offer transitional support for a minimum of two years for ELLs who reach proficiency on the NYSESLAT. Students are assessed and absorbed into the AIS Reading program. Within the context of the AIS print-rich Pullout program, students receive three periods of instruction weekly. They work in small groups to further build vocabulary, scaffold literacy concepts and increase familiarity and fluency in reading and writing. Students are exposed to varied genres, critical questioning and higher order thinking skills through activities and projects that develop mastery in differentiated learning settings. Both narrative and informational genres receive focus. Competencies that receive extensive emphasis include comprehension, shaded word meanings, using context clues to discern meaning and sequential skills that stress the vocabulary terms students need to know.

Students learn how to skim and use advance organizers that involve focusing on and noting what is critical in headings, subheadings and highlighted information. From there, students learn to look for and to highlight critical points of meaning. In essence, students learn to de-construct text for greater understanding and fluency of thought.

Instruction is aligned with New York State Learning Standards at all times. Informal assessment is ongoing.

VIII. Resources and Support (LAP Narrative Continued) [pp.5]

Our English language learners receive content area instruction in English using ESL methodology and strategies that are employed by both the classroom teacher and the ESL teacher. Children at the Beginner level are given intensified English instruction to get a solid start in their new language. Content instruction is given at all proficiency levels and is increased for our students at the Intermediate and Advanced levels where the children have already started to master the basics of English.

ESL methodology is incorporated to insure comprehension of the challenging core content.

Techniques include TPR, use of realia and visual representation, paraphrasing, sheltered English, CALLA, the use of graphic organizers and semantic mapping. The use of technology such as computers and video presentations also help advance the skills of our ELLs. Literacy skill instruction is a large part of content development as our ESL teacher sets objectives for both language development and content achievement for each lesson that they have planned. Explicit and direct vocabulary instruction with our ELLs with strategies involving word analysis and instruction of essential vocabulary improves our ELLs.

Word walls in every classroom stress high frequency vocabulary.

Word work is large part of our ESL program to improve phonemic awareness, fluency and vocabulary. ESL strategies are employed through the use of repetition, chants, music, poetry, choral reading, role play and dictation activities. Assessment is ongoing and includes interim state assessments in grades three through five in addition to the NYSESLAT and other state required content area testing. Classroom and ESL teachers also assess students through the use of rubrics, portfolios, running records and conference notes.

Through summarization and note-taking, as well as a plethora of different strategies, students practice English and meaning-making.

Ongoing professional development incorporates an emphasis on explicit vocabulary instruction with an emphasis on writing. Additionally, our ELLs benefit from a schoolwide emphasis on differentiated learning.

To satisfy the minimum 7.5 hours of ELL training for all staff, staff is trained on strategies in faculty conferences, during whole-day conferences (Election Day), and in informal grade meetings. Our ESL teacher leads training sessions and articulates with all staff continuously.

As our ELLs transition from elementary to middle-school, dialogue continues. Our administrators, teachers and test coordinator articulate with middle-school staff students will interact with. Decisions about continuing ESL and/or AIS instruction evolves from this model of shared dialogue between professionals. Conferences with parents and PTA meetings that focus on meeting transitioning student needs are scheduled and attended.

VIII Program Description (Included in LAP Program Narrative)

IX. Completing the LAP [See pp. 6]

OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-8 LANGUAGE ALLOCATION POLICY
WORKSHEET

DIRECTIONS: This worksheet is an integral part of assisting school staff with creating and writing a school-based language allocation policy (LAP), which must be written in narrative form. Creating a school-based LAP now incorporates information required for CR Part 154 funding so that a separate submission is no longer required. This worksheet is a required appendix of the LAP, and is meant to assist LAP developers with compiling and analyzing the data necessary for planning quality ELL programs. Upon completion of the LAP, LAP team members should sign and certify that the information provided in the worksheet and plan is accurate. Agendas and minutes of LAP meetings should be kept readily available on file in the school. LAP developers are strongly encouraged to use and attach reports from available systems (e.g., ATS, ARIS) for the information requested in this worksheet.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

SSO/District 26	School PS 26 Q
Principal Dr. Dina Koski	Assistant Principal Mrs. Debra Gershman
Coach	Coach
Teacher/Subject Area Victoria Klinger / ESL	Guidance Counselor
Teacher/Subject Area Joyce Kim/ ESL	Parent
Teacher/Subject Area	Parent Coordinator Christine Marziliano
Related Service Provider	SAF
Network Leader	Other

B. Teacher Qualifications

Please provide a report of all staff members' certifications referred to in this section

Number of Certified ESL Teachers	2	Number of Certified Bilingual Teachers	0	Number of Certified NLA/FL Teachers	0
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	624	Total Number of ELLs	60	ELLs as Share of Total Student Population (%)	9.62%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial

screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).

2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see tool kit].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

Part III: ELL Demographics

A. ELL Programs

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

ELL Program Breakdown										
	K	1	2	3	4	5	6	7	8	Total
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)										0
Dual Language (50%:50%)										0
Freestanding ESL										
Self-Contained										0
Push-In										0
Total	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	60	Newcomers (ELLs receiving service 0-3 years)	53	Special Education	5
SIFE	0	ELLs receiving service 4-6 years	4	Long-Term (completed 6 years)	3

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 special education.

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE			0			0			0	0

Dual Language										0
ESL	53	0	3	4	0	3	3	0	3	60
Total	53	0	3	4	0	3	3	0	3	60

Number of ELLs in a TBE program who are in alternate placement: _____

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	TOTAL
Spanish										0
Chinese										0
Russian										0
Bengali										0
Urdu										0
Arabic										0
Haitian Creole										0
French										0
Korean										0
Punjabi										0
Polish										0
Albanian										0
Yiddish										0
Other										0
TOTAL	0									

Dual Language (ELLs/EPs)																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian Creole																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):

Number of third language speakers:

Ethnic breakdown of EPs (Number)

African-American:

Asian:

Hispanic/Latino:

Native American:

White (Non-Hispanic/Latino):

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	TOTAL
Spanish	1	1	2	1	2	0				7
Chinese	3	1	2	2	1	1				10
Russian										0
Bengali										0
Urdu	1	5	1	0	1	1				9
Arabic										0
Haitian Creole										0
French										0
Korean	8	6	4	4	5	6				33
Punjabi										0
Polish	1									1
Albanian	0									0
Other										0
TOTAL	14	13	9	7	9	8	0	0	0	60

Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group], Ungraded [all students regardless of grade are in one class], Heterogeneous [mixed proficiency levels], Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for Long-Term ELLs (completed 6 years).
 - e. Describe your plan for ELLs identified as having special needs.

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

	Beginning	Intermediate	Advanced
FOR ALL PROGRAM MODELS			
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS	N/A		
Native Language Arts	90 minutes per day	90 minutes per day	45 minutes per day

Native Language Arts and Native Language Support

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

NLA Usage/Support	TBE
100%	N/A
75%	
50%	
25%	
NLA Usage/Support	Dual Language
100%	N/A
75%	
50%	
25%	
NLA Usage/Support	Freestanding ESL
100%	N/A

75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

Programming and Scheduling Information--Continued

- Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
- What new programs or improvements will be considered for the upcoming school year?
- What programs/services for ELLs will be discontinued and why?
- How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
- Do required services support, and resources correspond to ELLs' ages and grade levels?
- Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.

Schools with Dual Language Programs

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

Professional Development and Support for School Staff

- Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
- What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
- Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

Parental Involvement

- Describe parent involvement in your school, including parents of ELLs.
- Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
- How do you evaluate the needs of the parents?
- How do your parental involvement activities address the needs of the parents?

Part IV: Assessment Analysis

A. Assessment Analysis

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)										
	K	1	2	3	4	5	6	7	8	TOTAL
Beginner(B)	2	3	3	1	2	3				14

Intermediate(I)	0	5	3	2	2	3				15
Advanced (A)	12	5	3	4	5	2				31
Total	14	13	9	7	9	8	0	0	0	60

NYSESLAT Modality Analysis										
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8
LISTENING / SPEAKING	B		0	1	0	0	0			
	I		2	0	0	0	0			
	A		6	2	0	1	2			
	P		4	3	5	3	1			
READING / WRITING	B		3	1	0	0	0			
	I		4	2	2	1	2			
	A		5	3	3	3	1			
	P		0	0	0	0	0			

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4	1	4	4	0	9
5	0	1	3	0	4
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4	1		0		5		1		7
5	0		0		2		2		4
6									0
7									0
8									0

NYSAA Bilingual Spe Ed									0
---------------------------	--	--	--	--	--	--	--	--	---

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	1		1		3		2		7
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	2		0		4		2		8
8									0
NYSAA Bilingual Spe Ed									0

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

B. After reviewing and analyzing the assessment data, answer the following

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights does the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
 - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
 - a. How are the English Proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

Part V: LAP Team Assurances

Completing the LAP: Attach this worksheet to the LAP narrative as an appendix and have it reviewed and signed by required staff. Please include all members of the LAP team. Signatures certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Mrs. Debra Gershman	Assistant Principal		
Mrs. Christine Marziliano	Parent Coordinator		
Mrs. Victoria Klinger / Ms. Joyce Kim	ESL Teacher		
	Parent		
	Teacher/Subject Area		

	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	School Achievement Facilitator		
	Network Leader		
	Other		
	Other		

Signatures	
School Principal	Date
Community Superintendent	Date
Reviewed by ELL Compliance and Performance Specialist	Date

Rev. 10/7/09

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2009-2010

Form TIII – A (1)(a)

Grade Level(s) K, 1 & 4, 5 **Number of Students to be Served:** 45 **LEP** TBD **Non-LEP**

Number of Teachers 4 **Other Staff (Specify)** 2 Supervisors

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

Language Instruction Program – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

P.S. 26 is an elementary school located in the Fresh Meadows area of Queens, N.Y. The total school population is 635 of which 61 students are English Language Learners (ELLs). The ELL population constitutes a 9.61% of the total school population.

Title III Program

Upon analysis of formal and informal assessments (e.g. NYSESLAT 2009, ELA, interim assessments and feedback from teachers), our school has seen the need to focus on improving the students' modalities in Listening, Speaking, Reading and Writing, while at the same time preparing the students in Grades 4 and 5 for the upcoming standardized tests. With this in mind, our focus for the upper grade students will be to prepare them so that they may make gains on the ELA test and achieve standards. The need in lower grades (1 and 2) will be to develop their literacy skills so that they may make gains in the 4 modalities of Listening, Speaking, Reading and Writing. The gains in this area will also impact on their 2010 NYSESLAT Scores.

ESL Enrichment Program

Our ESL Program for ELL students in Grades 1 and 2 will begin February 22, 2010 and end May/June 2010. Two teachers will be hired – one a certified ESL teacher and the other, a classroom teacher. A co-teaching model will be implemented. The purpose of the co-teaching model is to have students learn from each other. The classroom teacher will learn additional ESL strategies and the ESL teacher will learn additional reading strategies. A total of (15) ELL students will be invited to participate in the program. The program will take place twice a week on Tuesdays and Wednesdays from 7:15 am-8:15 am for a total of 2 hours on a weekly basis. If there is room available, former ELL's and non-ELLs will be invited. It is anticipated that a total of 30 students will be invited.

One supervisor will be hired to oversee the morning program since there are no other supplementary programs offered during the zero period. Materials purchased for the students will be literary works and test prep materials. Materials purchased for the teachers will be charts, paper, ink cartridges, etc...

ESL Test Prep and Enrichment (Grades 3, 4, 5)

Our afternoon program for ELLs will prepare ELLs for the ELA test. This program will be taught by 2 teachers (one certified ESL and one classroom teacher) and begin on February 23, 2010. Fifteen (15) ELL students will be invited to participate. As with our morning program, the co-teaching model will enable the participating Title III teachers to learn from each other and grow professionally. This program will take place two times a week on Monday and Thursday. It will start at 3:20 pm and end at 4:50 pm for a total of 3 hours weekly.

A supervisor will be hired to oversee the afterschool program, since there are no other afterschool programs that are part of the NYCDOE. Materials purchased for this program will consist of 30 test prep materials and assessment kits for a total of 30 test prep materials and assessment kits for a total of \$3000.00

Professional Development Program – Describe the school's professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

At PS 26 we strive to enable our teachers, including teachers of ELLs, to learn the most effective strategies so as to impact on their teaching. As of September 2009 to the present we have had workshops on Differentiated Instruction for all students, including ELLs; Using Assessments to Drive Instruction, Diagnosis and Remediation of Skills and Preparing for the ELA Test. In the future, we will have our participating Title III teachers and our teachers of ELLs get 2 books as part of the professional libraries: One will be Classroom Teacher's ESL Survival Kit #1 by Elizabeth Claire and Judie Haynes and the other will be Teaching for Comprehension and Fluency by Fountas and Pinnell. This will enable all our teachers of ELLs to focus on how to effectively prepare the ELLs for the ELA test to meet the ELA standards.

Our A.P. is also involved in the PD process and receives on-going support from the ESL consultant from CEI-PEA

Form TIII – A (1)(b)

School: 26Q026 _____ BEDS Code: 342600010026

**Title III LEP Program
School Building Budget Summary**

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	(e.g., \$9,978)	(Example: 200 hours of per session for ESL and General Ed teacher to support ELL Students: 200 hours x \$49.89 (current teacher per session rate with fringe) = \$9,978.00)
Purchased services <ul style="list-style-type: none">- High quality staff and curriculum development contracts.	(e.g., \$5,000)	(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements)
Supplies and materials <ul style="list-style-type: none">- Must be supplemental.- Additional curricula, instructional materials.- Must be clearly listed.	\$4,500	Test Prep, Teacher Materials, Fountas & Pinnell Assessments

Educational Software (Object Code 199)	(e.g., \$2,000)	(Example: 2 Rosetta Stone language development software packages for after school program)
Travel		
Other		
TOTAL	\$15,000.00	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

We used the Home Language Report (RHLA) and conducted a needs assessment for both oral interpretation and written translation services. The school parent coordinator surveyed parents/guardians in writing to obtain their needs. This data will provide the needed information to insure that all parents are informed in their appropriate language.

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

We have found need for interpretation and translation services in Korean, Chinese, Spanish, Urdu, Arabic and Hindi. All staff members will be made aware of the particular needs of these students and parents/guardians.

Part B: Strategies and Activities

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

Where available, DOE notices will be sent home in the parent's appropriate language. We will also use translation services for notices specific for our building. Translation may be provided by outside vendors, school staff or parent volunteers. If there is not sufficient time we will stamp notices in appropriate language requesting immediate translation.

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

Oral interpretation services must be provided for parents. In-house personnel and parent volunteers will help provide translation when the need arises. We plan to use both outside contractors and in-house staff for anticipated needs during the parent-teacher conferences and other school events. We have ten electronic translators that are available for use when needed if personnel are not available. All staff has been notified of the over-the-phone interpretation services for non-English speaking parents and families. This service is available to all building staff.

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

We will adhere to the regulation A-663 regarding parental notification by insuring registration forms are available in the common primary language. We have posted the required signs in multiple languages in the lobby, office and at the security desk, notifying families of the translation and interpretation services available to them. The school's parent coordinator is working with all staff to ensure that parents/guardians are informed about translation services available to them at school and through the Department of Education Website. Many documents are currently available online in multiple languages.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2009-10:		\$264,950	0
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$2645		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):			
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:			
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):			
6. Enter the anticipated 10% set-aside for Professional Development:			
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		\$13,247	

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year: ___100%_____
9. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

1. School Parental Involvement Policy – Attach a copy of the school’s Parent Involvement Policy.

Explanation: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school’s expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

2. School-Parent Compact - Attach a copy of the school’s School-Parent Compact.

Explanation: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school’s written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State’s high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

Our first Title I Leadership meeting is scheduled for November 19th, 2009.

Template for Title I Parent Involvement Policy and Parent-School Compact for PS26Q¹

Section I: Title I Parent Involvement Policy

¹ This template was designed by the Office of School Improvement in collaboration with the New York State Education Department, Office of School Improvement and Community Services (NYC) and the Office for Family Engagement and Advocacy. This template is aligned to fully comply with the parent involvement requirements as outlined in Title I, Part A, Section 1118 of the No Child Left Behind (NCLB) Act.

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 our school. Therefore PS26Q, *[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 our school and the families. PS26Q'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 Advisory Council, as trained volunteers and welcomed members of our school community. PS26Q will support parents and families of Title I students by:

1. providing materials and training to help parents work with their children to improve their achievement level (e.g., literacy, math and use of technology);
2. 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;
3. fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
4. providing assistance to parents in understanding City, State and Federal standards and assessments;
5. sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand
6. 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 our school community;

PS26Q'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. Our 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 our 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 PS26Q 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, PS26Q 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 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 schools 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 our 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 Advisory Council. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a ²dedicated 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 our school and will work to ensure that our 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 for Family Engagement and Advocacy (OFEA);
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system (e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;)
- host the required Title I Parent Annual 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;

² Please note that only New York City Public schools that have attained a student population of two-hundred (200) or more will receive funding to hire a Parent Coordinator.

- translate all critical school documents and provide interpretation during meetings and events as needed; and
- 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.
-

PS26Q will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Open School Week and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Advisory Council;
- supporting or hosting OFEA District Family Day events;
- establishing a Parent Resource Center 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; and
- 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;

Section II: School-Parent Compact

PS26Q, *[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. PS26Q staff and the parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

School Responsibilities:

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

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to State Standards;
- offering high quality instruction in all content areas; and
- 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 a Title I Parent Annual 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, child care or home visits 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; and
- 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:

- Ensure that staff will have access to interpretation services in order to communicate with limited English speaking parents effectively.
- 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; and
- planning activities for parents during the school year (e.g., Open School Week);
- *[add other activities, if applicable]*

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; and
- 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;
- *[add other activities, if applicable]*

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. I will also:
 - communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
 - respond to surveys, feedback forms and notices when requested;
 - become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
 - participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
 - take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups (e.g., school or district Title I Parent Advisory Councils, School or District Leadership Teams; and
 - share responsibility for the improved academic achievement of my child;

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; and
- always try my best to learn

Our first Title I Leadership meeting is scheduled for November 19th, 2009.

This Parent Involvement Policy (including the School-Parent Compact) was distributed for review by _____ on _____.

This Parent Involvement Policy was updated on _____.

The final version of this document will be distributed to the school community on _____ and will be available on file in the Parent Coordinator's office.

A copy of the final version of this policy will also be submitted to the Office of School Improvement as an attachment to the school's CEP and filed with the Office for Family Engagement and Advocacy.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.
2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - Help provide an enriched and accelerated curriculum.

- Meet the educational needs of historically underserved populations.
- Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
- Are consistent with and are designed to implement State and local improvement, if any.

3. Instruction by highly qualified staff.
4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.
5. Strategies to attract high-quality highly qualified teachers to high-need schools.
6. Strategies to increase parental involvement through means such as family literacy services.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

Directions: Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB.
Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

Public School 26, the Rufus King School is located in Fresh Meadows, Queens. This pre K-5 grade school houses a culturally diverse population which is 14.8% white, 10.5 % black, 11.2% Hispanic, 63% Asian and others. Classes are heterogeneously grouped. There is a collaborative team teaching class in grades K-4. We also have a ¾ 12:1 class. Autistic classes from District 75 are housed on the third floor of our building. Inclusion students from district 75 are part of our 26 family in K, 2, 3, 4 and 5 grades.

The P.S. family shares a very clear mission/vision. The vision states: “We envision P.S. 26 as a community of students, teachers, staff, and parents actively engaged in the educational process. Teachers, staff and parents are committed to providing an environment which is conducive for students to learn the civic, social and technological skills necessary for the 21st century. Teachers, staff and parents will work together to create a community of life-long learners.”

Our mission states: The mission of P.S. 26 is to provide a nurturing environment in which all can learn. Teachers, parents, students and community work collaboratively in order to actively achieve goals.

Team 26 – Together Everyone Achieves More. We strive to differentiate curriculum and instructional strategies so that all students will meet or exceed the standards.

Evidence of our perpetuation of mission/vision includes the following programs:

- AIS/Enrichment programs for students
- Adult ESL programs
- Use of Americas Choice as a tool for professional development
- Ballroom dancing instruction for students in grade 5
- TASC after-school program for students in grade 1-5
- PTA workshops and meetings are held monthly
- Operation Explore
- Our teachers differentiate instruction to meet the needs of our students.
- We celebrate our accomplishments at our yearly Science Fair and Celebration of Learning.
- The arts are an integral part of our everyday learnings
- Technology is also a vital part of our instruction. Laptops are used in the 5th grade.

P.S. 26 engages in collaborative discussions based on the needs of the student population. These discussions address the needs in planning education programs. Some of the collaborative discussions include but are not limited to:

- School Leadership Team monthly meetings
- Faculty Conference monthly meetings
- Formal Grade conference monthly meetings
- PTA monthly meetings
- CEP planning meetings
- CEI-PEA meetings
- Informal grade conference monthly meetings
- Pupil Personnel meetings
- Inquiry Team meetings
- Meetings with SAF (Tim Behr)
- Safety Committee Meetings

- Cabinet Meetings (Principal, Assistant Principal and staff members as needed)

P.S. 26 currently designs and uses multiple strategies to assess the needs of our students. The evaluation of the efficacy of our programs is on-going. We will continue to design effective educational programs to set and meet high standards for all students based on comprehensive needs assessment activities which include but are not limited to:

- Review of CEP
- Review of Quality Review
- Review of Report Data
- Review of School Report Card
- Analysis of math unit assessments
- Analysis of needs of ELL's (NYSELAT)
- Analysis of needs of Special Education students (Review of IEP's)
- Analysis of needs by gender
- Analysis of student performance on all state assessments
- Analysis of data from Periodic Assessments
- Analysis of schoolwide writing portfolios
- Analysis of parent surveys
- Analysis of teacher surveys
- Analysis of "just-right" book lists
- Analysis of McMillan-McGrawhill Treasures reading unit assessments

The School Leadership Team informed parents and staff members about Schoolwide Programs Planning initiative. The PTA president distributed letters to all parents announcing the Title I Funding Options in various languages.

The principal informed the staff about the Schoolwide Programs initiative in the "items of interest" dated April 3, 2009. The UFT chapter leader encouraged all staff members to attend a UFT/DC 37 meeting on Wednesday, April 22, 2009, at 7:45 am. A notice was posted above the time clock in the main office. The UFT chapter leader emailed the staff members to remind them to attend the meeting. The principal reminded the UFT/DC 37 to attend the meeting on the loudspeaker. The UFT/DC 37 meeting took place on April 22, 2009 at 7:45 am. The members voted on Friday, April 24, 2009.

The team will ensure ongoing communication with staff and parents via:

- Public School 26 website
- Principal's report at monthly P.T.A meetings
- UFT monthly meetings
- Principal's newsletter to parents
- Faculty and grade conferences
- Principal's "items of interest" correspondences

At the April 2, 2009 and April 21, 2009 Leadership Team meetings, The Title I and Schoolwide Programs initiative was discussed.

At the April 24, 2009 PTA meeting the PTA president discussed the components of the Schoolwide Program as compared to the Targets Assistance Program.

At the UFT/DC 37 meeting, the UFT chapter chair person discussed the components of the Schoolwide Program as compared to the Targeted Assistance Program.

The characteristics discussed at both meetings were:

- School eligibility
- Student eligibility
- Scope of program
- Planning
- Student participation
- Preferred instructional approach
- Use of funds
- Difference between supplement and supplant

The School Leadership Team will make decisions by consensus.

The School Leadership Team gathers feedback from the school community regarding CEP.

- At PTA meetings, the Principal and the Parent Coordinator discussed key components of the CEP including school goals and action plan.
- The CEP is reviewed at faculty conferences. Student goals are formulated in keeping with our initiative to maintain a standard driven curriculum.
- School Leadership Team agendas are distributed to all members.

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

This appendix must be completed by all Title I and Non-Title schools designated for NCLB/SED improvement, including Improvement – Year 1 and Year 2 schools, Corrective Action (CA) – Year 1 and Year 2 schools, Restructured schools, and SURR schools. Additional information on the revised school improvement categories under the State’s new Differentiated Accountability System will be released in late spring 2009.

NCLB/SED Status: _____ **SURR³ Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school’s NYCDOE webpage under “Statistics”), describe the school’s findings of the specific academic issues that caused the school to be identified.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

Part B: For Title I Schools Identified for Improvement

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school’s strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school’s identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

³ School Under Registration Review (SURR)
MAY 2009

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

SURR Group/Phase: _____ **Year of Identification:** _____ **Deadline Year:** _____

Part A: SURR Review Team Recommendations – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

Type of Review or Monitoring Visit (Include agency & dates of visits)	Review Team Categorized Recommendations (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	Actions the school has taken, or plans to take, to address review team recommendations

**APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEM-WIDE IMPLICATIONS OF FINDINGS FROM
AUDITS OF THE WRITTEN, TESTED, AND TAUGHT CURRICULUM IN ELA AND MATHEMATICS**

All schools must complete this appendix.

Background

From 2006 to 2008, the New York City Department of Education (NYCDOE) and the New York State Education Department (NYSED) commissioned an “audit of the written, tested, and taught curriculum” to fulfill an accountability requirement of the No Child Left Behind (NCLB) Act for districts identified for “corrective action.” The focus of the audit was on the English language arts (ELA) and mathematics curricula for all students, including students with disabilities (SWDs) and English language learners (ELLs). The audit examined the alignment of curriculum, instruction, and assessment as well as other key areas—such as professional development and school and district supports—through multiple lenses of data collection and analysis. The utilized process was a collaborative one, intended not to find fault but to generate findings in concert with school and district constituency representatives to identify and overcome barriers to student success. As such, the audit findings are not an end in themselves but will facilitate important conversations at (and between) the central, SSO, and school levels in order to identify and address potential gaps in ELA and math curriculum and instructional programs and ensure alignment with the state standards and assessments.

Directions: All schools are expected to reflect on the seven (7) key findings of the “audit of the written, tested, and taught curriculum” outlined below, and respond to the applicable questions that follow each section.

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

Overall: There was limited evidence found to indicate that the ELA and mathematics curricula in use are fully aligned to state standards. Although New York City is a standards-based system, teachers do not have the tools they need to provide standards-based instruction to all students at all levels, particularly ELLs. There is a lack of understanding across teachers, schools, and audited districts regarding what students should understand and be able to do at each level in ELA and mathematics.

1A. English Language Arts

Background

A curriculum that is in alignment will present the content to be taught (as outlined by the state standards), with links to the following: an array of resources from which teachers may choose in teaching this content; a pacing calendar and/or suggested timeframe for covering the curriculum material; a description of expectations for both the teacher’s role and the student level of cognitive demand to be exhibited; and a defined set of student outcomes—that is, what the student should know and be able to do as a result of having mastered this curriculum. The New York State ELA Standards identify seven different areas of reading (decoding, word recognition, print awareness, fluency, background knowledge and vocabulary, comprehension, and motivation to read) and five different areas of writing (spelling, handwriting, text production, composition, motivation to write) that are addressed to different degrees across grade levels. Although listening and speaking are addressed within the New York State ELA Standards, they are not further subdivided into topic areas. A written curriculum missing literacy competencies or performance indicators at any

grade level will impact the alignment of the curriculum to state standards. A written curriculum that does not address the areas in reading identified by the state standards will also impact vertical and horizontal alignment within and between schools by creating gaps in the Grades K–12 curriculum. *Vertical alignment* is defined as the literacy knowledge addressed at a grade level that builds upon and extends learning from the previous grade level, whereas *horizontal alignment* refers to agreement between what is taught by teachers addressing a common subject across a single grade level.

ELA Alignment Issues:

- **Gaps in the Written Curriculum.** Data show that the written curriculum in use by many schools is not aligned with the state standards in terms of the range of topics covered and the depth of understanding required. All reviewed curricula had gaps relative to the New York State ELA standards. The fewest gaps were found at Grade 2, but the gaps increased as the grade levels increased. Interviewed staff in a number of the schools that were audited reported less consistent and effective curriculum and instruction at the secondary level. These data further indicated that curricula were not adequately articulated—less articulated in secondary than elementary schools.
- **Curriculum Maps.** The curriculum alignment analyses noted that although a number of curriculum maps had been developed, the mapping has been done at a topical level only and does not drill down to an expected level of cognitive demand that will indicate to teachers what students should know and be able to do at each grade level. These curriculum maps addressed only content topics—not skills to be mastered, strategies to be utilized, or student outcomes to be attained.
- **Taught Curriculum.** The *Surveys of Enacted Curriculum (SEC)*⁴ data also show that the taught curriculum is not aligned to the state standards. For example, in the reviewed high school-level ELA classes, auditors observed a great disparity between what is taught and the depth to which it should be taught. A similar lack of depth can be seen in elementary and middle grades as well (specifically Grades 2, 4, 5, and 6) and Grade 8. As one might look at it, the taught ELA curriculum is quite broad but lacks depth in any one area. Although standards indicate that instruction should be focused on having students create written products and spoken presentations, SEC data show quite the opposite. There is very little emphasis on speaking and listening and only a moderately higher level of emphasis on writing. Critical reading also is supposed to have a much greater depth than is currently occurring in high school English classes.
- **ELA Materials.** In a number of the audited schools, teachers interviewed indicate that they have sufficient amounts of curriculum materials available to them; however, the materials they have are not adequate to meet the needs of all learners, particularly English language learners, students with disabilities, and struggling readers. Further, the materials in use are reportedly often not relevant to the students' background knowledge, suggesting a need for more age appropriate and culturally relevant books and articles for student use.
- **English Language Learners**

⁴ To examine whether instruction was aligned to the New York state standards and assessments, teachers in the district completed the *Surveys of Enacted Curriculum (SEC)*. Based on two decades of research funded by the National Science Foundation, the SEC are designed to facilitate the comparison of enacted (taught) curriculum to standards (intended) and assessed curriculum (state tests), using teachers' self-assessments. The data for each teacher consist of more than 500 responses. The disciplinary topic by cognitive-level matrix is presented in graphic form, which creates a common language for comparison and a common metric to maintain comparison objectivity.

Multiple data sources indicate that there is a great deal of variation in the curriculum and instruction that ELL students receive, by grade level, by type of ELL program or general education program, and by district. For example, some of the best instruction observed by site visitors was found in ELL program classrooms at the elementary level, which contrasted sharply with the generally lower quality of ELL program instruction at the secondary level. The auditors found that planning for ELL education at the city and even district levels did not percolate down to the school and teacher levels. Consequently, planning for ELL education in the audited schools generally occurred at the level of individual teachers or ELL program staff, contributing to the variations in curriculum and instruction observed across ELL and general education programs. Further, there is a general lack of awareness of the New York State Learning Standards for ESL.

Please respond to the following questions for Key Finding 1A:

1A.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

The Inquiry team will investigate these findings.
Discussions at grade conferences will center on these findings.

1A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

1A.3: Based on your response to Question 1A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

ELL instruction in the classrooms varied from grade to grade as observed by supervisors.

1A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

ELL instruction in the classrooms varied from grade to grade as observed by supervisors.

1B. Mathematics

Background

New York State assessments measure conceptual understanding, procedural fluency, and problem solving. In the New York State Learning Standard for Mathematics, these are represented as *process strands* and *content strands*. These strands help to define what students should know and be able to do as a result of their engagement in the study of mathematics. The critical nature of the process strands in the teaching and learning

of mathematics has been identified in the New York State Learning Standard for Mathematics, revised by NYS Board of Regents on March 15, 2005: The process strands (Problem Solving, Reasoning and Proof, Communication, Connections, and Representation) highlight ways of acquiring and using content knowledge. These process strands help to give meaning to mathematics and help students to see mathematics as a discipline rather than a set of isolated skills. Student engagement in mathematical content is accomplished through these process strands. Students will gain a better understanding of mathematics and have longer retention of mathematical knowledge as they solve problems, reason mathematically, prove mathematical relationships, participate in mathematical discourse, make mathematical connections, and model and represent mathematical ideas in a variety of ways. (University of the State of New York & New York State Education Department, 2005, p. 2) When curriculum guides lack precise reference to the indicators for the process strands, then explicit alignment of the curriculum to the process strands is left to the interpretation of the individual classroom teacher.

Specific Math Alignment Issues:

- A review of key district documents for mathematics shows substantial evidence that the primary mathematics instructional materials for Grades K–8 (*Everyday Mathematics* [K–5] and *Impact Mathematics* [6–8]) are aligned with the New York state *content strands* except for some gaps that appear at the middle school level in the areas of measurement and geometry and number sense and operations. The instructional materials that were available at the high school level during the time of the audits (New York City Math A and B [8–12]) were aligned with the 1999 standards but not with the newer 2005 standards. Furthermore, these documents show that there is a very weak alignment to the New York state *process strands* for mathematics at all grade levels.
- The SEC data for mathematics curriculum alignment (similar to Key Finding 1A for ELA) shows that there is a lack of depth in what is being taught in the mathematics classroom as compared to what is required by the state standards.

Please respond to the following questions for Key Finding 1B:

1B.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

1B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

1B.3: Based on your response to Question 1B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Math scores reveal that our students meet and exceed the standards as measured by the NYS assessment.

1B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 2: INSTRUCTION

Overall: Multiple data sources indicate that direct instruction and individual seatwork are the predominant instructional strategies used by teachers in audited districts; there is indication of limited use of best practices and research-based practices, including differentiated instruction. A number of schools in audited districts further evidenced a lack of student engagement in classrooms, particularly at the secondary level. These data also show that there is an intention to use research-based and best practices; yet according to the interviews, SEC, and classroom observations, there is limited evidence of implementation and monitoring of such practices. Interview data indicate that in audited districts, teachers indicate a need for more support focused on differentiation of instruction for all learners.

2A – ELA Instruction

Classroom observations in audited schools show that direct instruction was the dominant instructional orientation for ELA instruction in almost 62 percent of K–8 classrooms. (In direct instruction, the teacher may use lecture- or questioning-type format. It includes instances when the teacher explains a concept, reads to students, or guides students in practicing a concept.) Direct instruction also was observed either frequently or extensively in approximately 54 percent of the high school ELA classrooms visited. On a positive note, high academically focused class time (an estimate of the time spent engaged in educationally relevant activities) was observed frequently or extensively in more than 85 percent of K–8 classrooms visited, though this number fell slightly to just over 75 percent of classrooms at the high school level. Student engagement in ELA classes also was observed to be high – observed frequently or extensively 71 percent of the time in Grades K–8, but this percentage shrank to 49 percent at the high school level. Finally, independent seatwork (students working on self-paced worksheets or individual assignments) was observed frequently or extensively in approximately 32 percent of the K–8 ELA classrooms visited and just over 34 percent of classrooms in high school.

Please respond to the following questions for Key Finding 2A:

2A.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

2A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

2A.3: Based on your response to Question 2A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Classroom visits, inspection of monitoring tools and results of Acuity.

2A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

2B – Mathematics Instruction

Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of student engagement was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12 mathematics classrooms. *School Observation Protocol* (SOM⁵) and SEC results also shed light on some of the instructional practices in the mathematics classroom. The SOM noted that direct instruction in K-8 mathematics classes was frequently or extensively seen 75 percent of the time in Grades K–8 (and 65 percent of the time in Grades 9–12). Student activities other than independent seatwork and hands-on learning in the elementary grades were rarely if ever observed. Technology use in mathematics classes also was very low.

Please respond to the following questions for Key Finding 2B:

2B.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

Classroom observations and inspection of planbooks coupled with an indepth item analysis of acuity.

2B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

2B.3: Based on your response to Question 2B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

2B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

⁵ To examine instruction in the classrooms, the School Observation Measure (SOM) was used to capture classroom observation data for the district audit. The SOM was developed by the Center for Research in Educational Policy at the University of Memphis. The SOM groups 24 research based classroom strategies into six categories: (1) instructional orientation, (2) classroom organization, (3) instructional strategies, (4) student activities, (5) technology use, and (6) assessment. Two to seven key classroom strategies are identified within each category for a total of 24 strategies that observers look for in the classroom. These 24 strategies were selected to address national teaching standards.

KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY

In a number of audited schools, respondents stated that teacher turnover was high, with schools accommodating a relatively high percentage of new and transfer teachers each year.

Please respond to the following questions for Key Finding 3:

3.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school’s educational program.

The payroll secretary will analyze

3.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

3.3: Based on your response to Question 3.2, what evidence supports (or dispels) the relevance of this finding to your school’s educational program?

The school report card substantiates this viewpoint.

3.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS

Interview data (from classroom teachers and principals) indicate that professional development opportunities regarding curriculum, instruction, and monitoring progress for ELLs are being offered by the districts, however, they are not reaching a large audience. Many teachers interviewed did not believe such professional development was available to them. A number of district administrators interviewed mentioned the presence of QTEL (Quality Teaching for English Learners) training, but few classroom teachers seemed aware of this program. Although city, district and some school-based policies (e.g., Language Allocation Policy) and plans for ELL instruction do exist, rarely were they effectively communicated to teachers through professional development and other avenues.

Please respond to the following questions for Key Finding 4:

4.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school’s educational program.

A review of conference agendas and teacher workshop agendas will be completed coupled with an analysis of teacher surveys.

4.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

4.3: Based on your response to Question 4.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Teachers have not attended workshops offered by the city.

4.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

Additional support will be provided by CEI-Pea during school. Budget does not allow funding.

KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION

Data from district and teacher interviews indicate that there is very little specific monitoring of ELLs' academic progress or English language development. Testing data, where they do exist (for example, the NYSESLAT yearly scores) either are not reported to all teachers involved in instructing ELLs or are not provided in a timely manner useful for informing instruction. If and when testing data are provided, the data are not disaggregated by proficiency level of ELL student, students' time in the United States, or type of program in which the ELL is enrolled (i.e., ESL, TBE, Dual Language, or general education).

Please respond to the following questions for Key Finding 5:

5.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

Teachers will be surveyed.

5.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

5.3: Based on your response to Question 5.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Classroom monitoring tools, articulation at informal grade conferences and gathering of data by the inquiry team.

5.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION

While the DOE and individual schools have made a substantial investment in professional development for special and general education teachers, classroom observations, IEP reviews, and interviews indicate that many general education teachers, special education teachers, and school administrators do not yet have sufficient understanding of or capacity to fully implement the range and types of instructional approaches that will help to increase access to the general education curriculum and improve student performance. Further, many general education teachers remain unfamiliar with the content of the IEPs of their students with disabilities, have a lack of familiarity with accommodations and modifications that would help support the students with disabilities in their classrooms, and are not knowledgeable regarding behavioral support plans for these students.

Please respond to the following questions for Key Finding 6:

6.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

6.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

6.3: Based on your response to Question 6.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Grade Conferences and Faculty Conference agendas

6.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 7: INDIVIDUALIZED EDUCATION PROGRAMS (IEPS FOR STUDENTS WITH DISABILITIES)

Although IEPs clearly specify testing accommodations and/or modifications for students with disabilities, they do *not* consistently specify accommodations and/or modifications for the *classroom environment* (including instruction). Further, there appears to be lack of alignment between the goals, objectives, and modified promotion criteria that are included in student IEPs and the content on which these students are assessed on grade-level state tests. Finally, IEPs do not regularly include behavioral plans—including behavioral goals and objectives—even for students with documented behavioral issues and concerns.

Please respond to the following questions for Key Finding 7:

7.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

IEP's are reviewed and discussed with the IEP teacher.

7.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

7.3: Based on your response to Question 7.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

PPC meeting agendas

Agendas from meetings with related service providers and CTT staff

7.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10

This appendix will not be required for 2009-10.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09 programs funded with Contract for Excellence 09 (HS) dollars in 2009-10, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY10 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2009-10)

APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

All schools must complete this appendix.

Directions:

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/ronlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)
2. Please describe the services you are planning to provide to the STH population.

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in the borough Integrated Service Center (ISC) or Children First Network.