



**P.S. 026 THE CARTERET SCHOOL**

**2009-10**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**

**(CEP)**

**SCHOOL: P.S. 026 THE CARTERET SCHOOL**  
**ADDRESS: 4108 VICTORY BOULEVARD**  
**TELEPHONE: 718-698-1530**  
**FAX: 718-982-9798**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 31R026      **SCHOOL NAME:** P.S. 026 The Carteret School

**SCHOOL ADDRESS:** 4108 VICTORY BOULEVARD, STATEN ISLAND, NY, 10314

**SCHOOL TELEPHONE:** 718-698-1530      **FAX:** 718-982-9798

**SCHOOL CONTACT PERSON:** Ms. Joanne Mecane      **EMAIL ADDRESS:** jmecane@schools.nyc.gov

**POSITION / TITLE**      **PRINT/TYPE NAME**  
**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Muriel Timari & Florence Rubino

**PRINCIPAL:** Ms. Joanne Mecane

**UFT CHAPTER LEADER:** Florence Rubino

**PARENTS' ASSOCIATION PRESIDENT:** Vanessa Behdaoui & Rosemary Kempton

**STUDENT REPRESENTATIVE:**  
*(Required for high schools)* \_\_\_\_\_

**DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION**

**DISTRICT:** 31      **SSO NAME:** ESO-22  
**SSO NETWORK LEADER:** Opromalla, Neil

**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.*

<b>Name</b>	<b>Position and Constituent Group Represented</b>	<b>Signature</b>
Joanne Mecane	*Principal	
Florence Rubino	*UFT Chapter Chairperson/Faculty	
Rosemary Kempton	*PA/PTA Co-President/Parent	
Muriel Timari	UFT Member	
Kim Modzelewski	Parent	
Erica Bishop	Parent	
Barbara Longo	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.

**P. S. 26 encourages all our children to fulfill their potential. The caring, motivated staff provides instruction based on the individual needs of each child. We are implementing an arts program that compliments all areas of instruction. We have developed a professional development model that supports and trains staff in using effective strategies that will be utilized within each classroom. The P.S. 26 staff and the Travis community provide a supportive atmosphere for all the children.**

**We offer a variety of special programs to help students make continuous academic progress. The following programs are offered to all students:**

- Kaplan
- Core Knowledge Kindergarten Reading Program
- Core Knowledge Pilot First Grade Reading Program
- America's Choice Reading and Writing Program for grades 3 – 5
- Everyday Mathematics for grades K-5
- Dance
- Art
- Character Education.

**With collaboration with the community we participate in the following extracurricular activities.**

- In June we have a fifth grade parent-student kickball game.
- In October grades K-5 participates in an annual Halloween March of Dimes Walk.
- In June grades K-5 participates in an annual Flag Day Ceremony.
- In May grades K-5 participates in a Dance Fete.
- In July grades K-5 participates in the Travis Fourth of July Parade.
- In December grades K-5 participate in a Holiday Celebration hosted by The American Legion – Gold Star Post.
- In June we have the 5<sup>th</sup> grade final assembly which the Gold Star Post American Legion participates in.
- In December grades K-5 participate in Common Cents Penny Harvest for Leukemia and Lymphoma Pennies for Patients.

- **The After School Program encourages all students to succeed by offering a variety of activities. Below is a listing of programs.**

- 1. Book Clubs**
- 2. Nutrition/Fitness**
- 3. Band**
- 4. Lego Robotics**
- 5. Dramatic Arts**
- 6. Strategy Games**
- 7. Exploring with Legos**
- 8. Yearbook**
- 9. Chess**
- 10. Dance**
- 11. Chorus**

**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							
<b>School Name:</b>	P.S. 026 The Carteret School						
<b>District:</b>	31	<b>DBN #:</b>	31R026	<b>School BEDS Code #:</b>	31R026		

DEMOGRAPHICS										
Grades Served in 2008-09:	<input 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	0	0	0		93.6	94.5	94.9
Kindergarten	40	29	25				
Grade 1	25	27	32				
Grade 2	36	27	30				
Grade 3	33	36	25				
Grade 4	25	39	39				
Grade 5	40	24	39				
Grade 6	0	0	0				
Grade 7	0	0	0				
Grade 8	0	0	0				
Grade 9	0	0	0				
Grade 10	0	0	0				
Grade 11	0	0	0				
Grade 12	0	0	0				
Ungraded	1	1	0				
Total	200	183	190				

  

Student Stability: - % of Enrollment				Poverty Rate: - % of Enrollment:			
(As of June 30)	2006-07	2007-08	2008-09	(As of October 31)	2005	2006-07	2007-08
	94.8	91.5	96.9		41.8	58.1	52.5

  

Students in Temporary Housing - Total Number:				Recent Immigrants: - Total Number			
(As of June 30)	2006-07	2007-08	2008-09	(As of October 31)	2006-07	2007-08	2008-09
	0	5	4				

				0.0	3.0	1	
<b>Special Education Enrollment:</b>				<b>Suspensions: (OSYD Reporting) - Total Number</b>			
(As October 31)	2006-07	2007-08	2008	(As of June 30)	2006-07	2007-08	2008-09
# in Self-Contained Classes	32	19	21	Principal Suspensions	11	8	10
# in Collaborative Team Teaching (CTT) Classes	0	0	0	Superintendent Suspensions	3	0	1
Number all others	16	14	15				
<i>These students are included in the enrollment information above.</i>							
				<b>Special High School Programs: - Total Number:</b>			
<b>English Language Learners (ELL) Enrollment (BESIS Survey)</b>				(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	9	0	0	Early College HS Participants	0	0	0
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	13	17	18	<b>Number of Staff: - Includes all full-time staff:</b>			
# ELLs with IEPs	11	0	1	(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	17	17	18
<b>Overage Students: # entering students overage for grade</b>				Number of Administrators and Other Professionals	3	3	3
(As of October 31)	2006-07	2007-08	2008	Number of Educational Paraprofessionals	N/A	3	4
				<b>Teacher Qualifications:</b>			
<b>Ethnicity and Gender: % of Enrollment</b>				(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	2006-07	2007-08	2008	% fully licensed & permanently assigned to this school	94.1	100.0	100.0
American Indian or Alaska Native	0.5	0.6	0.5	Percent more than two years teaching in this school	64.7	64.7	83.3
Black or African American	4.5	7.6	6.3	Percent more than five years teaching anywhere	64.7	64.7	61.1
Hispanic or Latino	27.0	29.0	33.2	Percent Masters Degree or	94.0	88.0	83.0
Asian or Native	7.5	6.6	5.8				

Hawaiian/Other Pacific Isl.				higher			
White	60.5	56.3	53.7	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	74.1	100.0	100.0
Multi-racial							
Male	54.5	48.6	50.5				
Female	45.5	51.4	49.5				

2009-10 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 checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08	<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
<b>SURR School:</b> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		<b>If yes, area(s) of SURR identification:</b>					
<b>Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):</b>							
<input checked="" type="checkbox"/>	In Good Standing (IGS)						
<input type="checkbox"/>	School in Need of Improvement (SINI)Improvement - Year 1						
<input type="checkbox"/>	School in Need of Improvement (SINI)Improvement - Year 2						
<input type="checkbox"/>	NCLB Corrective Action (CA) - Year 1						
<input type="checkbox"/>	NCLB Corrective Action (CA) - Year 2/Planning for Restructuring (PFR)						
<input type="checkbox"/>	NCLB Restructuring - Year ____						
<input type="checkbox"/>	School Requiring Academic Progress (SRAP) - Year ____						
<b>Individual Subject/Area Ratings</b>		<b>Elementary/Middle Level</b>		<b>Secondary Level</b>			
		ELA:	IGS	ELA:			
		Math:	IGS	Math:			
		Science:	IGS	Grad. Rate:			
<b>This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:</b>							
<b>Student Groups</b>		<b>Elementary/Middle Level</b>		<b>Secondary Level</b>			
		ELA	Math	Science	ELA	Math	Grad. Rate
<b>All Students</b>		√	√	√			
<b>Ethnicity</b>							
American Indian or Alaska Native		-	-	-			
Black or African American		-	-	-			
Hispanic or Latino							

	-	-	-			
Asian or Native Hawaiian/Other Pacific Islander	-	-	-			
White	√	√	-			
<b>Other Groups</b>						
Students with Disabilities	-	-	-			
Limited English Proficient	-	-	-			
Economically Disadvantaged	√	√	-			
<b>Student groups making AYP in each subject</b>	3	3	1	0	0	0

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results - 2008-09</b>		<b>Quality Review Results - 2008-09</b>	
<b>Overall Letter Grade</b>	A	<b>Overall Evaluation:</b>	NR
<b>Overall Score</b>	72.6	<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	
School Environment <small>(Comprises 15% of the Overall Score)</small>	4.0	Quality Statement 2: Plan and Set Goals	
School Performance <small>(Comprises 30% of the Overall Score)</small>	13.5	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress <small>(Comprises 55% of the Overall Score)</small>	50.6	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	4.5	Quality Statement 5: Monitor and Revise	
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

**Key: AYP Status**

**Key: Quality Review Score**

√	Made AYP	Δ	Underdeveloped
√ <sup>SH</sup>	Made AYP Using Safe Harbor Target	▶	Underdeveloped with Proficient Features
X	Did Not Make AYP	√	Proficient
-	Insufficient Number of Students to Determine AYP Status	W	Well Developed
X*	Did Not Make AYP Due to Participation Rate Only	◇	Outstanding

*\* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.*

*Note: NCLB/SED accountability reports are not 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?

The standardized test data from the 2008-2009 school year, shows an increase in the number of students performing at or above grade level by 6% on the 2008-2009 N.Y. State ELA standardized exam and by 12% on the 2008-2009 N.Y. State Math standardized exam. 68% of the students performed at or above grade level on N.Y. State ELA standardized exam for the 2008-2009 school year, as opposed to 62% of the students performed at or above grade level in 2007-2008.

Furthermore, 92% of the students performed at or above grade level on N.Y. State Math standardized exam for the 2008-2009 school year, as opposed to 80% of the students performed at or above grade level in 2007-2008.

Fifty-eight fourth grade and fifth grade students made at least 1 year of progress on the ELA exam for the 2008-2009 school year by achieving the same or higher proficiency level as compared to the 2007-2008 results. In 2007-2008 30 fourth grade and fifth grade students made 1 year of progress on the ELA exam for the 2007-2008, school year. We increased the number of students making 1 year of progress in ELA by 28 students. Forty-three fourth grade and fifth grade students made 1 year of progress on the Math exam for the 2008-2009 school year, as compared to thirty-eight students making 1 year of progress on the 2007-2008 exam.

The number of students performing above standards (level 4) on the New York State ELA test increased from 6 students (6% of the testing population) in 2007-2008 to 7 students (7% of the testing population) in 2008-2009.

The number of students performing above standards (level 4) on the 2007-2008 NYS Math exam was 19 which represents 19% of the testing population. We increased the number of students performing above grade level (level 4) to 28 students which represents 27% of the testing population in 2008-2009. This was an increase of 8% of the students who are performing above grade level on the NY State Math exam.

The greatest accomplishments over the last couple of years, is that our students have shown continuous progress in the number of students performing at grade level (level 3) or above grade level (level 4). In 2006, 55% of the students scored at level 3 or 4 on the NYS ELA exam. In 2007, 58% of the students scored at level 3 or 4 on the NYS ELA exam. In 2008, 62% scored at level 3 or 4 on the

NYS ELA exam and in 2009 66% of the students performed at or above grade level. P.S. 26 has shown continuous growth and progress over the past four years.

In Math we have also seen an increase in student progress. In 2006, 62.1% of the students scored at level 3 or 4. In 2007, 74% of the students scored at level 3 or 4. In 2008, 80% of the students scored at level 3 or 4 on the NYS Math exam and in 2009, 90% of the students performed at or above grade level. The most significant aids to the schools continuous improvement have been the Kaplan Program, use of differentiated instruction, using data from Performance Series and Acuity. We have increased the use of technology by purchasing Smart Boards and classroom computers to help access the data and increase student engagement. The Inquiry Team has had a role in encouraging teachers to use and apply data to their daily instruction in an effort to have all children show daily progress.

The most significant barrier to the school has been the self contained Special Education students coming into our program who are functioning two to three grade levels below their grade as seen by their Individualized Education Plan, data from periodic assessments, New York State Tests, and formative assessment data. They are involved in the testing grades which require them to have prior knowledge, structure and foundation of various concepts and strategies which they lack, causing them to fall far below testing standards.

We have increased the number of level 3 and 4 students by moving some students who performed at levels 1 and 2 up to level 3 and students who performed at level 3 up to level 4. 2007-2008 Progress Report reflected that as compared to schools in our peer group we need to further increase the number of students achieving at or above grade level for the 2008-2009 school year. Our priorities for the 2009-2010 school year are to continue to increase the number of students performing at or above grade level in both ELA and Math. We want to further increase the number of students showing 1 year of progress in both ELA and Math. We want to decrease the number of students performing at levels 1 and 2 by increasing the number of students performing at level 3 and 4.



## 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 (SINI/SRAP/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.

Annual Goal	Short Description
<p>1) By June 2010, 100% of the grade 3, 4, and 5 teachers, which equals 6 teachers, will participate in staff development to help them use effective conferencing techniques for reading that helps address the individual needs of the students.</p>	<p>By June 2010, the grade 3, 4, and 5 teachers will be part of staff development to hone their conferencing skills by implementing techniques that helps the teachers address their students individual needs.</p>
<p>2) By June 2010, 18 teachers which represents 100% of the teaching staff will actively be engaged in inquiry work.</p>	<p>To expand the work of the Inquiry Team as it uses data to work with groups of children to increase the performance of its focus group of targeted students in English Language Arts.</p>
<p>3) By June 2010, 100% of teachers will participate in professional development for using the Teachers College Reading and Writing Periodic Assessment.</p>	<p>To provide teachers with accurate reading and writing assessment data to improve differentiation strategies to increase student growth.</p>

**ACTION 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**

**English Language Arts**

**(where relevant) :**

\_\_\_\_\_

<p><b>Annual Goal</b></p> <p><i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><b>By June 2010, 100% of the grade 3, 4, and 5 teachers, which equals 6 teachers, will participate in staff development to help them use effective conferencing techniques for reading that helps address the individual needs of the students.</b></p>
<p><b>Action Plan</b></p> <p><i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><b>Target population K – 5, Teacher, AIS, and consultants analyze data to drive differentiated instruction of students' abilities in all academic areas. Using conferences to support enrichment. Acuity, Riverdeep, Performance Series assessments to determine the level of the child. Work is assigned to challenge the child based on their level of performance. Lower grade children are being challenged through the Core Knowledge Curriculum. Upper grade children are being challenged through the various literacy activities. Using the Arts as a means to further develop each child's creativity, talents, self esteem, and desire to enrich their knowledge.</b></p>
<p><b>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule</b></p> <p><i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p><b>Literacy support system \$24,000</b></p>

<p><b>Indicators of Interim Progress and/or Accomplishment</b></p> <p><i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Principal and Assistant Principal will measure the projected teacher growth by doing monthly walkthrough observations. Literacy Consultant will confer and observe teachers during 8 periodic professional development sessions between January and March 2010. It is expected that by March of 2010 the 100% of the teachers will be able to confer using the strategies learned during professional development.</p>
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**Subject Area**

**English Language Arts**

**(where relevant) :**

\_\_\_\_\_

<p><b>Annual Goal</b></p> <p><i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><b>By June 2010, 18 teachers which represents 100% of the teaching staff will actively be engaged in inquiry work.</b></p>
<p><b>Action Plan</b></p> <p><i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><b>All teaching staff will be participating in monthly School Wide Inquiry Team meetings. Three Inquiry Teams, which are Kindergarten and grade 1 team; grades 2 and 3 team; grades 4, 5 and Special Education team.</b></p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b></p> <p><i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p><b>Per session for Core Inquiry Team \$7,255</b></p>



<p><b>Indicators of Interim Progress and/or Accomplishment</b></p> <p><i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><b>Periodic formal observations, monthly Informal observations, Schoolwide Inquiry Team meetings, Student academic performance and student growth measured by the four Teacher's College Reading and Writing Project Periodic Benchmark Assessments given in November 2009, January 2010, March 2010, and June 2010.</b></p>
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## **REQUIRED APPENDICES TO THE CEP FOR 2009-2010**

**Directions:** All schools must complete Appendices 1, 2, 3, 7, & 9. (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**

**APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLS)**

**APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

**APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS**

**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**

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10 (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)**

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

**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			
<b>K</b>	27	27	27	27	1			
<b>1</b>	26	26	26	26	3			
<b>2</b>	31	31	31	31	3			
<b>3</b>	24	24	24	24	4			
<b>4</b>	28	28	28	28	2			
<b>5</b>	35	35	35	35	1		1	
<b>6</b>								
<b>7</b>								
<b>8</b>								
<b>9</b>								

10								
11								
12								

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

- o 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.
- o 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.
- o Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- o 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)	<b>Description:</b> Provide a brief description of <b>each</b> 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.).
<b>ELA:</b>	<b>Data driven instruction during the school day and extended day time. Small groups and individual instruction provided during school day and extended day. Wilson Reading, Great Leaps, Kaplan, Core Knowledge, Performance Series, Acuity during the school day and extended day time.</b>
<b>Mathematics:</b>	<b>Data driven instruction. Small groups and individual instruction provided during the school day and extended day. Use of Performance Series, Acuity, Kaplan, and Core Knowledge during the school day and extended day time.</b>
<b>Science:</b>	<b>Core Knowledge Reading in the content area during the school day and extended day time.</b>
<b>Social Studies:</b>	<b>Core Knowledge Reading in the content area during the school day and extended day time.</b>

<b>Academic Intervention Services</b>	<b>All students K-5 receive Academic Intervention Services to enrich learning. We have an AIS Teacher, 1 Special Education Teacher , and a General Education Teacher who periodically push into classes to support instruction.</b>
<b>At-risk Services Provided by the Guidance Counselor:</b>	<b>Students are referred to counselor by teacher, parent, administration, and other staff or self to receive short term counseling. Depending on the issue, student is seen either one to one or in a group, 1x weekly for 30 minutes during the school day after parental consent is obtained. Intervention is determined based on the student's individual needs.</b>
<b>At-risk Services Provided by the School Psychologist:</b>	<b>Students are referred to school psychologist on an at risk basis by administration based on child's needs.</b>
<b>At-risk Services Provided by the Social Worker:</b>	<b>Students are referred to Social Worker by teacher, administration, or parents for crisis intervention. Only with parent consent (written), then the Social Worker will meet with students for ongoing counseling. Social Worker may also recommend further outside services for student if deemed necessary. Counseling is provided on a weekly basis or as allowed depending on other job responsibilities.</b>
<b>At-risk Health-related Services:</b>	<b>A Department of Education Nurse is available to treat students 5 days a week. Students with 504 plans are treated as indicated on their plan.</b>



## **APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLS)**

*NCLB/SED requirement for all schools*

### **Part A: Language Allocation Policy (LAP) -**

#### **I. School ELL Profile**

In our school, there are currently, 172 students in grade K-5. There are 19 ELL students according to the NYSESLAT and LAB-R, making our ELL population 11%. We have one student for each of the following home languages: Chinese, Albanian, French and Portuguese. There are two Italian speaking students and thirteen Spanish speaking students. The one certified ESL teacher is providing ESL services to these students.

#### **II. ELL Identification Process**

We have a very structured plan to ensure that we correctly classify those students who may be ELL. Upon registration to our school, parents are administered the Home Language Identification Survey in their home language. (only if they have never been admitted to another NYC school). We provide these forms in the parents' home language. The certified ESL teacher, Jessica D'Esposito is present to assure that parents understand and correctly fill out the form. After the form is filled out, the ESL teacher fills in the otele code and gives it to the secretary until the student arrives in school. When the student arrives in school, the teacher conducts an the intitial screening and informal interview in English and Native Language with the student to determine if the student needs to be given the LAB-R. Students who have been identified as ELL are evaluated annually with the NYSESLAT to determine their proficiency. The pedagoues that conduct this assessment are the ESL Teacher, Jessica D'Esposito and Test Coordinator, Genie Einstein.

After a student has been identified on the LABR as ELL, parents are notified. To make sure that parents understand the three program choices, we conduct a parent orientation. We send out the entitlement letters for the parents that go home with students with the program brochure. To ensure that parents have received the information we call them over the phone or speak with them in person. We invite parents to the school within the first 10 days of enrollment for the orientation. There they watch the DVD from the EPIC binder. The DVD contains information about the three programs (ESL, TBE, and Dual Language). After the DVD is shown, we answer any questions they may have. At this meeting we ask that parents take the time to fill out the Parent Survey and Program Selection form. If we do not receive the form at the meeting then we reach out to the parent over the phone or in person to ensure they return the forms.

The trend of the program most parents choose is the ESL program. For example the two out of three new ELL parents from the 2008-2009 school year chose ESL as their program preference. In the past two years, 4 out of 6 parents choose ESL. This program choice aligns with what we offer in the school. In the event of having 15 or more students in two consecutive grades who chose a Transitional Bilingual program we would create the program. To keep track of parental option, the ESL teacher keeps a binder with a copy of the parent option form.

### **III. ELL Demographics**

Our school has a pull-out and push-in ESL program. ELL's have been grouped in the same class so that more push-in is possible so that ELL's do not miss the class work. Pull-out groups are put together according to grade level. Mostly two consecutive grades are grouped together. Beginning and Intermediate students receive 360 minutes of ESL instruction by a certified teacher. Advanced students receive 180 minutes of ESL instruction by a certified teacher and 180 minutes of ELA instruction from the certified classroom teacher. Due to the small amount of ELL's the students are able to receive these minutes from the one certified teacher.

In Kindergarten there is one ELL. First grade has two ELL's. Second grade has the highest concentration of ELL's with six. Third grade has three ELL students. Fourth grade has five ELL's. Four of our fourth grade ELL students are in a self contained special education class. We have two ELL's in fifth grade. Fourteen of the ELL's have received services for less than three years. Five of our ELL's have received services for four to six years. We have no long term ELL's in our school. We have one student for each of the following home languages: Chinese, Albanian, French and Portuguese. There are two Italian-speaking students and thirteen Spanish-speaking students.

In order to make sure that ELL's are participating in the content areas, the ESL pushes-in for at least one period a week in Reading, Writing and Math. During this time, the ESL teacher works with the students using ESL methodology. During the pull-out periods, the ESL teacher works with teachers and looks at data to determine the needs of the students. ESL standards and content area standards are addressed for both push-in and pull-out.

Some of the strategies that we use for reading for ELL's include: Shared Reading, Read Alouds, and Guided Reading. Teachers work with students on comprehension strategies for before, during, and after reading. Strategies for writing include Modeled Writing, Shared Writing, and Independent Writing. Teachers use the writing process with ELL's to improve their writing as well. Across all content areas, teachers work with using vocabulary, use of graphic organizers, and building background knowledge. Our Everyday Math program includes lesson differentiations for ELL's which teachers use to plan for the ELL's.

#### *Differentiation for ELL subgroups*

P.S. 26 does not currently have SIFE students. In the event that we do, we will make every effort to find the gaps they have in their education. We will fill these gaps as well as build upon what they know. Our differentiation for newcomers is pairing them with current or former ELL's who preferably speak the same language. This will allow them to have someone who they can speak with in their home language. We also provide newcomers with more one on one support. We provide a teacher who will work one to one with the student to help jumpstart his or her language needs. In terms of ELL's who have received services for four to six years, we will provide as much academic assistance as possible. We will use the data to find what their needs are and target those areas in the ESL program as well as other sources such as AIS and extended day. For ELL's with special needs, the plan is for the ESL teacher to work closely with the special education teacher to determine the child's needs. Our school will not have long term ELL's as students in our school only attend for six years from kindergarten through fifth grade. We provide ELL's with support as they move through grade levels. We provide informative sessions with students from the Intermediate school so that they can have a discussion and ask questions.

Our targeted instruction for ELL students in ELA And Math include AIS and Extended Day services. These services are offered in English. All ELL subgroups receive AIS and Extended Day Services.

For students who are transitioning out of the ESL program the classroom teacher and ESL teacher will collaborate to make sure student is continuing to progress. AIS will also be offered to the student to ensure she continues to perform academically. Students who have passed the NYSESLAT within two years who are considered former ELL's receive test accommodations. They receive the same test accommodations as current ELL's.

ELL's are allowed to participate in all school programs. ELL's participate in great numbers in the after school program. They have participated over the last few years in programs such as Band, Dramatic Arts, Health and Nutrition, and Strategy Games.

There are several instructional materials in the classroom to supports ELL's. There is currently a SMART Board in every classroom. These are used to supplement lessons with pictures, videos, and activities. ELL's have access to laptops in their classrooms. For our reading program, we have leveled independent books as well as guided reading sets. For Math, ELL's have their Everyday Math Materials that included journals, reference books, and Math manipulatives. Kaplan Math and ELA test prep books are also materials that are available. The teacher's guide includes ideas to help scaffold ELL's learning. Within the ESL program, the Rigby series On Our Way to English is used to supplement instruction as well.

Native language support is provided in a couple different ways. Bilingual books are available in the ESL library. Another way native language support is provided is by partnering students with students who speak the same language to work with.

The ESL teacher and classroom teachers meet frequently to discuss the progress of ELL's. The teachers discuss the not only the needs of the students but the strengths of the students as well. Written articulation forms have also been used to communicate between teachers as to the work the students are doing.

### Professional Development

This year for professional development, upper grade teachers are working with a literacy consultant. The consultant works with teachers to improve instruction for all students as well as ELL's. Lower grade teachers receive professional development in the core knowledge program.. All teachers in our school have received professional development in using the Teachers' College reading assessment.

Our school secretary attended training on the Home Language Survey and ELL identification process. Our parent coordinator has received training in using the EPIC tool kit.

Other professional development for teachers of ELL's come from our Inquiry Team Meetings. This year, all teachers are part of the inquiry process. These meetings occur the first Monday of Every month. Teachers will receive the newest strategies for building ELL's reading comprehension and vocabulary. The staff included in these meetings are the Assistant Principal, Special Education Teachers, Common Branch Teachers, and Regular Education Teachers. At this time we do not have paraprofessionals working with ELL's, therefore they are not receiving training.

Parents are frequently invited to our school. Teachers also invite parents in for parent celebrations. Each teacher is preparing an assembly program for students to perform in front of students and parents. The parent coordinator hosts monthly parent workshops. ELL parents often come to the school for these celebrations and meetings. Parent activities have included, Math games, Reading games, and, Nutrition, and homework toolboxes. More Parent Workshops are scheduled for the rest of the year. In February the parent coordinator will be meeting with parents to discuss the Aris and Acuity online tools. At this workshop, we will be providing an interpreter for our Spanish-speaking parents. In order to determine the needs of ELL parents we meet with them during the parent orientation. We speak with parents on their language needs. We discuss the language they would like to be contacted in over the phone as well as in writing.

## IV Assessment Analysis

### NYSESLAT

Modality Aggregate	Proficiency Level	K	1	2	3	4	5
<b>Listening/ Speaking</b>	<b>B</b>						
	<b>I</b>						
<b>Reading/ Writing</b>	<b>A</b>		2	4	1	4	1
	<b>B</b>		1				
	<b>I</b>		1	2	3	4	1
	<b>A</b>		3	3		1	

### NYS ELA

	Level 1	Level 2	Level 3	Level 4
Fourth Grade	2	1	1	
Fifth Grade		1		

### NYS MATH

	Level 1	Level 2	Level 3	Level 4
Fourth Grade		1	3	
Fifth Grade			1	

According to the NYSESLAT results from Spring 2009, we have four students at the advanced level, three are in second grade and one is in fourth grade. Eleven students are at the intermediate level: one is from first grade, two are from second, three are from third grade, four are from fourth grade and one is from fifth grade. One student from first grade is at the beginning level. According to the Fall 2009 LABR, we have one student at the beginning level in Kindergarten.

By looking at the NYSESLAT data, we can tell that most students are advanced or proficient in Listening and Speaking but not in Reading and Writing. This helps teachers to plan their instruction because it allows them to focus more on reading and writing skills. Because of the high number of advanced students in second grade, we see that instruction that was been done in first grade was effective in raising the NYSESLAT scores of those students. In addition to using NYSESLAT results we evaluate the success of ELL programs through class participation, class assessments, and State Assessments in ELA, Math, Science, and Social Studies.

According to the results from the NYS and ELA state tests, ELL's are significantly stronger in Math. We had one-Fourth grade student test at a level two and three students test at a level three. In fifth grade, we had one student test at a level three. For the ELA exam the Fourth grade ELL students levels varied, we had two students at level one, one student at level two and one student at level 3. The fifth grade student received a two.

For Science, we only have one ELL student who was tested in Science from the 2008-2009 school year, he scored at a level one on the exam. We do not have the current grades for the NYS Social Studies Exam for students. The fifth grade students were tested in November and scores have not been reported.

We are beginning to use Teacher College Reading and Writing Project (TCRWP) to assess students' early literacy skills. We are using this to assess students in all grade as well. We are using this assessment to accurately attain students' independent and guided reading levels.

Currently our school does not use ELL Periodic Assessments. Our ELL's do not take tests in their native language because they are not able to read or write in their native language.

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

See the description below.

#### **Form TIII - A (1)(a) Grade Level(s)**

**N/A**

**Number of Students to be Served:**

**LEP 19**

**Non-LEP 0**

**Number of Teachers 1**

**Other Staff (Specify) 0**

### **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.

### **I. School ELL Profile**

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	<b>I</b>						
	<b>A</b>		2	4	1	4	1
<b>Reading/ Writing</b>	<b>B</b>		1				
	<b>I</b>		1	2	3	4	1
	<b>A</b>		3	3		1	

### NYS ELA

	Level 1	Level 2	Level 3	Level 4
Fourth Grade	2	1	1	
Fifth Grade		1		

### NYS MATH

	Level 1	Level 2	Level 3	Level 4
Fourth Grade		1	3	
Fifth Grade			1	

According to the NYSESLAT results from Spring 2009, we have four students at the advanced level, three are in second grade and one is in fourth grade. Eleven students are at the intermediate level: one is from first grade, two are from second, three are from third grade, four are from fourth grade and one is from fifth grade. One student from first grade is at the beginning level. According to the Fall 2009 LABR, we have one student at the beginning level in Kindergarten.

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We are beginning to use Teacher College Reading and Writing Project (TCRWP) to assess students' early literacy skills. We are using this to assess students in all grade as well. We are using this assessment to accurately attain students' independent and guided reading levels.

Currently our school does not use ELL Periodic Assessments. Our ELL's do not take tests in their native language because they are not able to read or write in their native language.

### **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.

The ESL teacher meets with all the teachers and other staff on a regular basis to discuss and modify instruction in order to meet the needs of the limited English proficient students. Data is discussed at Grade/Data conferences with the Assistant Principal to help meet the needs of these students. ESL does professional development presentations at monthly Faculty Conferences and Lunch and Learns.

**Form TIII – A (1)(b)**

School: **P.S. 26**  
BEDS Code: **31r026**

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

<b>Allocation Amount:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>
<b>Professional salaries (schools must account for fringe benefits)</b> - Per session - Per diem	\$0	N/A
<b>Purchased services</b> - High quality staff and curriculum development contracts	\$0	N/A
<b>Supplies and materials</b> - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	0	N/A
<b>Educational Software (Object Code 199)</b>		N/A
<b>Travel</b>	0	N/A

Other	0	N/A
<b>TOTAL</b>	<b>0</b>	

## **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.

**Home language forms are noted for language used by parents and ELL students to receive communications in both English and their home language.**

**A letter to the parents is distributed to all parents asking if they would like documents in their home language. Only DOE notices can be done like this. Attached to this letter is a note in multiple languages stating that this notice was very important and please have it translated.**

**The Parent Coordinator makes contact with families who had a home language other than English.**

**Staff ensures that the blue emergency cards are filled in regarding preferred language of communication, both oral and written.**

**Teachers and staff are instrumental in assessing parental needs for language translation and interpretation.**

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.

**1. There are approximately 20 families who need items translated, the majority being Spanish. Other languages our families speak include Albanian, Chinese, Polish and Italian. A list of students whose families require translation and interpretation services was distributed to all staff by the Parent Coordinator. This list included instructions for contacting the Translation and Interpretation unit.**

## **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.

- **Written translations are provided by the DOE translation and interpretation unit. Notices to parents will be sent for timely distribution of notices to non-English speaking families. In the event a notice must be distributed sooner there will be an "IMPORTANT NOTICE, PLEASE HAVE TRANSLATED" alert stapled to the front of an English copy of the notice. We will also reach out to bi-lingual parents to assist non-English speaking parents.**

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 will be provided by outside vendor for the purpose of Parent Teacher conferences, IEP meeting requests and parent workshops.**
- **In-house staff will assist with interpretation when available. In addition, bi-lingual parents will assist as needed.**
- **The Translation and Interpretation Unit over-the-phone services will be utilized as needed, including for Parent Teacher conferences.**

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>.

- **Notices will be translated by the DOE translation unit by submitting a request and the material to be translated.**
- **We will be using both internal and external services.**
- **Oral translation will be done at parent teacher conferences by an outside vendor.**
- **Internally, we rely on staff and students to translate for parents.**
- **We also use the telephone interpretation line to communicate with non-English speaking par**

**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:	\$89,182	N/A	\$89,182
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$890	N/A	\$890
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):	\$890	N/A	\$890
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$4,460	N/A	\$4,460
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):	\$4,460	N/A	\$4,460
6. Enter the anticipated 10% set-aside for Professional Development:	\$8,919	N/A	\$8,919
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):	\$8,919	N/A	\$8,919

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.

N/A

## **PART B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY AND SCHOOL-PARENT COMPACT**

***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.

### **School Parental Involvement Policy:**

#### **I. General Expectations**

PS26 agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
  - Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
    - that parents play an integral role in assisting their child’s learning;
    - that parents are encouraged to be actively involved in their child’s education at school;
    - that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
    - The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

## **II. Description of How School Will Implement Required Parental Involvement Policy Components**

1. P.S.26 will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA:
 

There is a Subcommittee of the P.T.A. known as the Title I Sub- Committee, who had input in the development of the school compact and parent involvement policy. This committee addresses all Title I concerns.

### **APPENDIX 4: NCLB/SED REQUIREMENTS FOR ALL TITLE I SCHOOLS - CONTINUED**

2. P.S.26 will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:
 

Parents are on the School Leadership Committee which involves them in school review and improvement.  
 Parents are included in the annual quality review.  
 All parents are encouraged to complete the Learning Environment Support Survey.

3. P.S.26 will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:

Monthly parent workshops are offered to provide parents with knowledge to assist in improving their student's achievement and school performance.

4. P.S.26 will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.

The PTA Title I Sub-Committee will consult with the SLT to assist them in the evaluation of parent involvement. They will also work with the Parent Coordinator in conducting an analysis of the attendance rates at parent workshops in an effort to increase involvement. Analysis of the Title I Family Fun night will be conducted in an effort to increase attendance of our families of ELL and Special Education students.

5. P.S.26 will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:

- a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
  - i. the State's academic content standards
  - ii. the State's student academic achievement standards
  - iii. the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators:

Additional workshops will be conducted to familiarize parents with the assessment process. The Assistant Principal, along with the Parent Coordinator, will instruct parents on all assessment tools.

- b. The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:
  - Parent workshops will be held to give parents information on literacy, technology, academic achievement. Monthly parent newsletters will be distributed.

#### **APPENDIX 4: NCLB/SED REQUIREMENTS FOR ALL TITLE I SCHOOLS - CONTINUED**

- c. The school will provide computers to be available for use by parents upon request.
  - Parents will be able to access the ARIS parent link system on computers provided in the school.
  - The Parent Coordinator will provide workshops on how to access school websites, calendars, learning materials to assist with their children's educational needs.

- d. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:
  - Teachers and staff will receive professional development on communicating with non-English speaking parents.
- e. The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:
  - Notices of all parent activities are backpacked home and posted on the parent bulletin board. They are also listed in the monthly newsletter. The school maintains a list of parents requiring translated materials.

### **III. Discretionary School Parental Involvement Policy Components**

The School Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

- involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- training parents to enhance the involvement of other parents;
- in order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;
- adopting and implementing model approaches to improving parental involvement;
- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- providing other reasonable support for parental involvement activities under section 1118 as parents may request.

### **IV. Adoption**

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by monthly PTA Title I Sub-Committee meetings. This policy was adopted by the P.S.26 PTA Sub-committee in and will be in effect for the period of 1 year. The school will distribute this revised policy to all parents of participating Title I, Part A children on or before October 30, 2009.

## **Required School-Parent Compact Provisions**

### **School-Parent Compact:**

P.S.26 and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the 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 that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2009-2010.

## **Required School-Parent Compact Provisions**

### **School Responsibilities**

P.S.26 will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows: [Describe how the school will provide high-quality curriculum and instruction, and do so in a supportive and effective learning environment.]
  - Instruction in all areas will be based on the NYS and NYC learning standards. The workshop model will be used to deliver instruction in all areas.
2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held on November 10, 2009 and March 16, 2010. Parent-teacher conferences will be held in the fall and spring as established by the DOE. There will be opportunity for parents to attend either an afternoon or evening appointment. Spanish interpretation will be available onsite. Additional translations will be handled via the DOE translation and interpretation phone interpretation service.

### **APPENDIX 4: NCLB/SED REQUIREMENTS FOR ALL TITLE I SCHOOLS - CONTINUED**

3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: Children will receive report cards three time a year on dates established by the District.
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: All staff will be available for consultation with parents. It is advised that parents request, in writing, a meeting. They may follow up with the Parent Coordinator if they do not get a response.
5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows: Parents have the opportunity to volunteer at PTA meetings and events. They may observe classroom activities during Open School Week which is in the fall. Parents may also attend curriculum workshops given by the parent coordinator where they will have the opportunity to participate in various learning activities with their children.

6. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
7. Involve parents in the joint development of any Schoolwide Program plan (for SWP schools), in an organized, ongoing, and timely way.
8. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
9. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
10. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
11. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
12. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
13. Provide each parent with information about the ARIS parent link, a system which enables families to view their child's academic information. This is the same information that is viewed by educators.
14. Provide access to a computer for any parent in need. This will be arranged by the Parent Coordinator upon request by the parent.
15. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

#### **APPENDIX 4: NCLB/SED REQUIREMENTS FOR ALL TITLE I SCHOOLS - CONTINUED**

##### Parent Responsibilities

We, as parents, will support our children's learning in the following ways: [Describe the ways in which parents will support their children's learning, such as:

- Monitoring attendance and lateness.
- Making sure that homework is completed.
- Ensuring that my child gets the appropriate amount of sleep for their age.
- Monitoring amount of television their children watch.
- Monitoring internet usage.
- Volunteering in my child's classroom.
- Participating, as appropriate, in decisions relating to my children's education.
- Promoting positive use of my child's extracurricular time.

- Staying informed about my child’s education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Viewing my child’s information on the ARIS parent link.
- Maintain my child’s biographical information, keeping all contact information, address and health records current.
- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school’s School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State’s Committee of Practitioners, the School Support Team or other school advisory or policy groups.

**Optional Additional Provisions**

Student Responsibilities (revise as appropriate to grade level)

We, as students, will share the responsibility to improve our academic achievement and achieve the State’s high standards. Specifically, we will:

[Describe the ways in which students will support their academic achievement, such as:

- Do my homework every day and ask for help when I need to.
- Read at least 30 minutes every day outside of school time.
- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.]

**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.

The standardized test data from the 2008-2009 school year, shows an increase in the number of students performing at or above grade level by 6% on the 2008-2009 N.Y. State ELA standardized exam and by 12% on the 2008-2009 N.Y. State Math standardized exam. 68% of the students performed at or above grade level on N.Y. State ELA standardized exam for the 2008-2009 school year, as opposed to 62% of the students performed at or above grade level in 2007-2008.

Furthermore, 92% of the students performed at or above grade level on N.Y. State Math standardized exam for the 2008-2009 school year, as opposed to 80% of the students performed at or above grade level in 2007-2008.

Fifty-eight fourth grade and fifth grade students made at least 1 year of progress on the ELA exam for the 2008-2009 school year by achieving the same or higher proficiency level as compared to the 2007-2008 results. In 2007-2008 30 fourth grade and fifth grade students made 1 year of progress on the ELA exam for the 2007-2008, school year. We increased the number of students making 1 year of progress in ELA by 28 students. Forty-three fourth grade and fifth grade students made 1 year of progress on the Math exam for the 2008-2009 school year, as compared to thirty-eight students making 1 year of progress on the 2007-2008 exam.

The number of students performing above standards (level 4) on the New York State ELA test increased from 6 students (6% of the testing population) in 2007-2008 to 7 students (7% of the testing population) in 2008-2009.

The number of students performing above standards (level 4) on the 2007-2008 NYS Math exam was 19 which represents 19% of the testing population. We increased the number of students performing above grade level (level 4) to 28 students which represents 27% of the testing population in 2008-2009. This was an increase of 8% of the students who are performing above grade level on the NY State Math exam.

The greatest accomplishments over the last couple of years, is that our students have shown continuous progress in the number of students performing at grade level (level 3) or above grade level (level 4). In 2006, 55% of the students scored at level 3 or 4 on the NYS ELA exam. In 2007, 58% of the students scored at level 3 or 4 on the NYS ELA exam. In 2008, 62% scored at level 3 or 4 on the NYS ELA exam and in 2009 66% of the students performed at or above grade level. P.S. 26 has shown continuous growth and progress over the past four years.

In Math we have also seen an increase in student progress. In 2006, 62.1% of the students scored at level 3 or 4. In 2007, 74% of the students scored at level 3 or 4. In 2008, 80% of the students scored at level 3 or 4 on the NYS Math exam and in 2009, 90% of the students performed at or above grade level. The most significant aids to the schools continuous improvement have been the Kaplan Program, use of differentiated instruction, using data from Performance Series and Acuity. We have increased the use of technology by purchasing Smart Boards and classroom computers to help access the data and increase student engagement. The Inquiry Team has had a role in encouraging teachers to use and apply data to their daily instruction in an effort to have all children show daily progress.

2. Schoolwide reform strategies that:

a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.

**Instruction at P.S. 26 is data driven and individualized to help all students make academic progress. P.S. 26 offers AIS instruction for all to student. The Inquiry Team works with 30 targeted children to help them move into the sphere of success by meeting the State's proficient and advanced levels of student academic performance. Students that are performing at all levels are being addressed. Our goal is that all students will benefit from our test study to assist them to move forward or bring them into the sphere of success. Mandated and voluntary extended day program to help all students performing at all levels make progress.**

b) Use effective methods and instructional strategies that are based on scientifically-based research that:

- o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
  
- o **P.S. 26 offers all students the opportunity to be part of the Extended Day program. After school programs are offered to the students, where they can be involved in a variety of activities, such as Music and Drama. Summer School is offered to students who performed a level 1 in Math or ELA. It is also offered to all Self Contained Special Education Students. The library teacher works with 3rd, 4th and 5th grade students during Lunchtime Research Centers.**
  
- o Help provide an enriched and accelerated curriculum.
  
- o **Target population, K - 5 Teachers, AIS, and consultants analyze data to drive differentiated instruction of students' abilities in all academic areas. Using conferences to support instruction. Acuity, Riverdeep, Everyday Mathematics, Performance Series Assessments are administered to determine the student's performance level. Work is assigned to challenge the child based on their level of performance. Lower grade children are being challenged through the Core Knowledge Curriculum. Upper grade children are being challenged through the America's Choice Program. Everyday Mathematics Unit Tests are administered to identify the needs of the students' in order to assign activities. The Everyday Mathematics Program provides enrichment activities to further challenge the higher performing students. Our Art program is used as a means to further develop each student's creativity, talents, self esteem and desire to enrich their knowledge.**
  
- o Meet the educational needs of historically underserved populations.

- o **ESL teacher works with students and their families that have language barriers. Target population K - 5, AIS Teacher, and consultants analyzing data to drive differentiated instruction of students' abilities in all academic areas. Using conferences to support enrichment. Acuity, Riverdeep, Everyday Mathematics, Performance Series assessments are administered to determine the level of the child. Work is assigned to challenge the child based on their level of performance. Lower grade children are being challenged through the Core Knowledge Curriculum. Upper grade children are being challenged through the America's Choice Program. Upper grade children are being challenged through Kaplan ELA and Math. Everyday Mathematics is assigned by utilizing unit tests and conferencing to assign activities to challenge the students. Everyday Mathematics games are customized to further challenge the higher achieving students. Using the Arts as a means to further develop each child's creativity, talents, self esteem and desire to enrich their knowledge.**
  
- o **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.**
  
- **Small Class setting for all students**
  
- **Individualized instruction in all classes**
  
- **Use of data to drive instruction**
  
- **Guidance Counseling for mandated students and for students who show at-risk behaviors**
  
- **Extended day program for voluntary, mandated and targeted students**
  
- **Inquiry Team meets 1 a week to discuss instructional strategies to help all students enter the sphere of success**
  
- **P.S. 26's PPT team evaluates and creates IEP's to help move students who are low academic achievers into the sphere of success.**

- **Are consistent with and are designed to implement State and local improvement, if any. All areas of instruction at P.S. 26 are aligned with the New York State Standards.**

**Teachers also will set individual student goals to help students make continual progress.**

- o Are consistent with and are designed to implement State and local improvement, if any.

**All instruction is aligned to the New York State Standards. We use the Kaplan Program, differentiated instruction, data driven instruction to build on the students strengths and weakness. The data used is from the Everyday Math Curriculum, America's Choice curriculum, Core Knowledge curriculum, Performance Series assessment, Acuity Predictive, and New York State exams. All are aligned with the New York State Standards.**

3. Instruction by highly qualified staff.

**100% of P.S. 26 teachers are highly qualified.**

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.

**Principal and Assistant Principal will support teachers with creating meaningful instruction for the students. Professional Development sessions will be scheduled to assist teachers in providing targeted instruction to children. ESO-22 Network and Kaplan consultants will be providing in-class and mentoring classroom instruction.**

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

**Principal and Assistant Principal conduct informal observations of substitute teachers and attend job fairs. We have contacted local colleges and the recruitment manager from the Office of Teachers Recruitment and Quality.**

6. Strategies to increase parental involvement through means such as family literacy services.

**There will be monthly curriculum workshops and family literacy events offered to parents.**

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.

**We have a Getting to Know You Kindergarten Orientation for students and parents who are transitioning from early childhood programs in the spring before the students enter P.S. 26.**

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.

- **Monthly School-wide Inquiry Meetings**
- **Data Professional Development by Assistant Principal**
- **Monthly Faculty Conferences**
  
- **Use of Acuity Predictive Results (grades 3-5)**
- **Use of Acuity website, resources, and data (grades 3-5)**
- **Use of Performance Series Periodic Assessment Results (grades 2-5)**
- **Use of Performance Series website, resources, and data (grades 3-5)**
- **Common Grade Preps for teachers to conference with each other.**

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.

- **Continue individualized small group instruction, based on data analysis findings**

- **Use of Acuity Predictive Results (grades 3-5) to find students performance levels**
- **Use of Acuity website, resources, and data (grades 3-5) to individualize instruction in daily lessons, AIS and Extended Day.**
- **Use of Performance Series Periodic Assessment Results (grades 2-5) to find students performance levels.**
- **Use of Performance Series Adaptive website, resources, and data (grades 3-5) to assign work according to student's levels.**
- **Use of Everyday Math End of Unit Assessments and Everyday Math Extended Response Unit Assessments**

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.

- **Students were given a presentation by Yellow Dino which instructed them on “Staying Safe”.**
- **All students participated in the HIV/AIDS curriculum, as mandated by the State.**
- **Student participation in a nutrition committee coordinated by Food Services.**
- **Drug Prevention program (D.A.R.E.) provided to Grades 3 – 5**

#### **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.

**N/A**

2. Ensure that planning for students served under this program is incorporated into existing school planning.

**N/A**

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;

**N/A**

b. Help provide an accelerated, high –quality curriculum, including applied learning; and

**N/A**

c. Minimize removing children from the regular classroom during regular school hours;

**N/A**

4. Coordinate with and support the regular educational program;  
**N/A**

5. Provide instruction by highly qualified teachers;  
**N/A**

6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;  
**N/A**

7. Provide strategies to increase parental involvement; and  
**N/A**

8. Coordinate and integrate Federal, State and local services and programs.  
**N/A**

## **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)<sup>2</sup> 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.**

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.

<sup>2</sup>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.

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

1A.1: Describe the process your school engaged in, during the 2008-2009 school year, to assess whether this finding is relevant to your school's educational program.

At the end of the 2008 - 2009 all teachers worked collaboratively to create curriculum maps aligned with the state standards. We are using a variety of new curriculums which are aligned with state standards: Core Knowledge Reading and Writing Pilot Program in Kindergarten, Balanced Literacy approach in the lower and upper grades, America's Choice in reading and writing in grades 3 through 5.

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?

Teachers utilize a variety of materials to differentiate standards based instruction for students at all levels. Teachers use leveled libraries, literacy center activities, laptops with customized literacy tutorials and activities, Words Their Way phonics program, Month by Month phonics, New York Edits, and Lucy Caulkins Writing program. Teachers and students use Smartboards in each classroom every day. ELL teacher pushes in and pulls out children on a daily basis.

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.

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.

## **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.

This does not apply to our school because all teachers use the Everyday Mathematics program which includes: the differentiation components (readiness/enrichment), math manipulative for hands on learning, math games, open responses, unit self, written, and oral assessments and observations to drive instruction to meet individual needs. Teachers analyze data from Everyday Mathematics program, Acuity, Performance

Series, and Riverdeep to meet each students individual needs.All teachers use a multisensory approach by using Smartboards to help all students visualize and actively participate in the lesson and laptops for tutorials and activities.

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?

This does not apply to our school because all teachers use the Everyday Mathematics program which includes: the differentiation components (readiness/enrichment), math manipulative for hands on learning, math games, open responses, unit self, written, and oral assessments and observations to drive instruction to meet individual needs. Teachers analyze data from Everyday Mathematics program, Acuity, Performance Series, Terra Nova, and Riverdeep to meet each student's individual needs. Teachers use a multisensory approach by using Smart Boards to help all students visualize and actively participate in the lesson and laptops for tutorials and activities.

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.

N/A

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.

The school administrators conduct regular formal and informal observations. Teachers are expected and rated on their ability to get the students actively involved and to differentiate instruction to meet the needs of the students in all lessons and subject areas. The schools Inquiry Team meets weekly to discuss and provide the teachers with more effective instructional practices and strategies in an effort to promote student progress and more effective instruction.

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?

Both the principal and assistant principal will conduct formal and informal observations which focus on individualized instruction, use of data, the lessons alignment with the state standards, and influence of the instruction on the students. P.S. 26's Inquiry Team meets weekly to discuss and provide the teachers with more effective instructional practices and strategies in an effort to promote student progress and more effective instruction.

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 (SOM<sup>3</sup>)* 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.

All classrooms at P.S. 26 have Smart Boards in all the classrooms. Teachers are encouraged to use them in every lesson. There are computers and laptops in all classrooms that students use during Math Lessons. We use the Everyday Math curriculum to help encourage student engagement during Math lessons. All teachers use the workshop model to ensure proper teacher modeling during the 15 minute mini-lesson, students engage in student centered group activities, and there is a share time that students have the opportunity to share what they learned.

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?

All classrooms at P.S. 26 have Smart Boards in all the classrooms. Teachers are encouraged to use them in every lesson. There are computers and laptops in all classrooms that students use during Math Lessons. We use the Everyday Math curriculum to help encourage student engagement during Math lessons. All teachers use the workshop model to ensure proper teacher modeling during the 15 minute mini-lesson, students engage in student centered group activities, and there is a share time that students have the opportunity to share what they learned.

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.

<sup>3</sup>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.

This does not apply for our school because P.S. 26 did not have a high teacher turn over rate over past 2 years. Our goal is to retain highly qualified teachers by providing them with extensive professional development to help prepare teachers to promote students success. The Assistant Principal is in charge of providing supportive professional development to all staff.

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?

P.S. 26 did not have a high teacher turn over rate over past 2 years. Our goal is to retain highly qualified teachers by providing them with extensive professional development to help prepare teachers to help students learn. The Assistant Principal is in charge of providing supportive professional development to all staff.

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.

Our full time ESL teacher provides professional development to the teachers and assistance when needed.

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?

Our full time ESL teacher provides professional development to the teachers and assistance when needed. The ESL teacher has conducted lunch and learns to support the classroom teacher.

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.

#### **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.

Our full time ESL teacher and Assistant Principal work together to get the necessary NYSESLAT data from ATS. The ELL teacher and assistant principal meet with the teachers to report the testing data so they can plan meaning full instruction.

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?

Our full time ESL teacher and Assistant Principal work together to get the necessary NYSESLAT data from ATS. The ESL teacher and Assistant Principal meet with the teachers to report the testing data during grade conferences so they can plan meaning full instruction.

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.

Every teacher has a copy of the child's IEP. The IEP teacher offers professional development to teachers who need assistance in reading and interpreting IEP's. The Principal, Assistant Principal, ESL teacher, school psychologist, school social worker and IEP teacher hold semi-monthly PPT meetings. The Assistant Principal is the district representative at all IEP conferences. At all IEP conferences P.S.26 follows federal guidelines by requiring a special education teacher, general education teacher, district representative, and related service provider when necessary.

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?

Last year we had the IEP specialist from ISC 5 do a review and provided professional development to all members of the PPT Team in an effort to address this area. This review showed that the IEP process had areas which were in need of improvement. The Assistant Principal is now at all IEP conference to assess, evaluate, and address any areas in need of improvement at P.S. 26.

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.

We will continue to review the IEP process and again ask the IEP specialist from ISC 5 do a review and provided professional development to all staff involved to improve the IEP process in order to better meet the needs of students with Special Education Services. We need additional support from central to address these issues.

## 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.

All students who are documented behavior concerns are required to have BIP's and reachable behavioral goals attached to their IEP's to help the classroom teachers implement strategies to lead to students success.

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?

We recently got a new school psychologist and we are making improvements in addressing this area of concern. The focus of our PPT meetings will continue to create BIP's for all students who are documented behavior concerns. We are in the process of creating reachable behavioral goals and attach them to the student's IEP to help the classroom teachers implement strategies that will foster student success.

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.

At PPT meetings will continue to create BIP's for all children who are documented behavior concerns. We continue to work with our IEP specialist at ISC 5 in helping us address these areas of concern. We do need additional support from central in addressing these areas.

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10 (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)**

*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/rdonlyres/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.)

1

2. Please describe the services you are planning to provide to the STH population.

- **Free and public education**

- Immediate enrollment in home zoned school
- Student's stay in home zone school of origin
- Transportation services to and from school
- Participate in all school activities
- Free School meals
- Provide materials

**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).

**N/A**

2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.

**N/A**

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.

**N/A**