



P.S. 26 Q

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: 26Q026

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 26Q026 **SCHOOL NAME:** Rufus King

SCHOOL ADDRESS: 195-02 69 Avenue, Fresh Meadows 11365

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

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

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Dr. Dina Koski

PRINCIPAL: Dr. Dina Koski

UFT CHAPTER LEADER: Ms. Lauren Nitka

PARENTS' ASSOCIATION PRESIDENT: Ms. Michelle Slotnick

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 26 **CHILDREN FIRST NETWORK (CFN):** Mr. Allen Cohen

NETWORK LEADER: Mr. Walter O'Brien

SUPERINTENDENT: Mrs. Anita Saunders

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT member 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/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.

Name	Position and Constituent Group Represented	Signature
Dr. Dina Koski	*Principal or Designee	
Lauren Nitka	*UFT Chapter Chairperson or Designee	
Michelle Slotnick	*PA/PTA President or Designated Co-President	
Christine Suknanan	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Rita Friedman	Member/Teacher	
Barbara Rubin	Member/Teacher	
Chrysanthe Georgatos	Member/Teacher	
David Slotnick	Member/Parent	
Mahrina Chowdhury	Member/Parent	
Katie Yim	Member/Parent	
Darlene Jackson	Member/Parent	
Dayna Brand	Member/Teacher	

(Add rows, as needed, to ensure all SLT members are listed.)

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

Public School 26, the Rufus King School is located in Fresh Meadows, Queens. This pre k-5 grade school houses a culturally diverse population, which is 11.6% white, 9.3 black, 13.4 Hispanic, 64.4 Asian and others. Classes are heterogeneously grouped. There is an integrated collaborative teaching in grades K-5. We also have a 4/5 12:1 class. Autistic classes from district 75 are housed on the third floor of our building.

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

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

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

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

- AIS/Enrichment programs for students
- Adult ESL programs
- Ballroom dancing instruction for students in grade 5
- TASC after-school program for students in grades 1-5
- PTA workshops and meetings are held monthly
- Operation Explore
- Our teachers differentiate instruction to meet the needs of our students
- We celebrate our accomplishments at our yearly Science Fair and Celebration of Learning
- The Arts are an integral part of our everyday learnings
- Beijing After School program

Technology is also a vital part of our instruction. Laptops are used in 5th grade. SMARTBoards are used in grades 1,2,4 and 5.

SECTION III – Cont'd

Part B. School Demographics and Accountability Snapshot (SDAS)

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 of this section) is available for download on each school's NYCDOE webpage under "Statistics." Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
School Name:	P.S. 026 Rufus King								
District:	26	DBN:	26Q026	School BEDS Code:	342600010026				
DEMOGRAPHICS									
Grades Served:	Pre-K	√	3	√	7		11		
	K	√	4	√	8		12		
	1	√	5	√	9		Ungraded		
	2	√	6		10				
Enrollment				Attendance - % of days students attended:					
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	<i>(As of June 30)</i>			2007-08	2008-09	2009-10
Pre-K	50	68	42				95.0	96.0	TBD
Kindergarten	104	95	112						
Grade 1	86	104	87	Student Stability - % of Enrollment:					
Grade 2	107	87	89	<i>(As of June 30)</i>			2007-08	2008-09	2009-10
Grade 3	90	99	88				92.3	91.9	TBD
Grade 4	87	93	105						
Grade 5	92	91	89	Poverty Rate - % of Enrollment:					
Grade 6	0	0	0	<i>(As of October 31)</i>			2007-08	2008-09	2009-10
Grade 7	0	0	0				32.9	26.6	58.9
Grade 8	0	0	0						
Grade 9	0	0	0	Students in Temporary Housing - Total Number:					
Grade 10	0	0	0	<i>(As of June 30)</i>			2007-08	2008-09	2009-10
Grade 11	0	0	0				1	5	TBD
Grade 12	0	0	0						
Ungraded	1	1	0	Recent Immigrants - Total Number:					
Total	617	638	612	<i>(As of October 31)</i>			2007-08	2008-09	2009-10
							6	1	0
Special Education Enrollment:				Suspensions (OSYD Reporting) - Total Number:					
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	<i>(As of June 30)</i>			2007-08	2008-09	2009-10
# in Self-Contained Classes	0	7	9	Principal Suspensions			0	0	TBD
# in Collaborative Team Teaching (CTT) Classes	36	46	57	Superintendent Suspensions			0	0	TBD
Number all others	42	45	35						
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:					
				<i>(As of October 31)</i>			2007-08	2008-09	2009-10
				CTE Program Participants			0	0	0
				Early College HS Program Participants			0	0	0
English Language Learners (ELL) Enrollment:				Number of Staff - Includes all full-time staff:					
<i>(BESIS Survey)</i>				<i>(As of October 31)</i>			2007-08	2008-09	2009-10
<i>(As of October 31)</i>	2007-08	2008-09	2009-10						
# in Transitional Bilingual Classes	0	0	0	Number of Teachers			46	41	TBD
# in Dual Lang. Programs	0	0	0						
# receiving ESL services only	50	52	56						

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	3	5	8	Number of Administrators and Other Professionals	13	13	TBD
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	0	0	TBD
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	TBD	% fully licensed & permanently assigned to this school	100.0	100.0	TBD
				% more than 2 years teaching in this school	82.6	85.4	TBD
				% more than 5 years teaching anywhere	69.6	68.3	TBD
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher			
(As of October 31)	2007-08	2008-09	2009-10	% core classes taught by "highly qualified" teachers (NCLB/SED	96.0	95.0	TBD
American Indian or Alaska Native	0.5	0.5	0.2		100.0	100.0	TBD
Black or African American	10.5	9.6	9.3				
Hispanic or Latino	11.2	12.1	13.4				
Asian or Native Hawaiian/Other Pacific Isl.	63.0	65.2	64.4				
White	14.8	12.7	11.6				
Male	51.2	49.4	51.6				
Female	48.8	50.6	48.4				
2009-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:	2006-07	2007-08	2008-09	2009-10			
				√			
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School (Yes/No)	If yes, area(s) of SURR identification:						
Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:							
	Phase				Category		
	In Good Standing (IGS)	√		Basic	Focused	Comprehensive	
	Improvement Year 1						
	Improvement Year 2						
	Corrective Action (CA) – Year 1						
	Corrective Action (CA) – Year 2						
	Restructuring Year 1						
	Restructuring Year 2						
	Restructuring Advanced						

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
Individual Subject/Area AYP Outcomes:							
Elementary/Middle Level				Secondary Level			
ELA:		√		ELA:			
Math:		√		Math:			
Science:		√		Graduation Rate:			
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
	Elementary/Middle Level			Secondary Level			
Student Groups	ELA	Math	Science	ELA	Math	Grad Rate**	Progress Target
All Students	√	√	√				
Ethnicity							
American Indian or Alaska Native	-	-	-				
Black or African American	√	√	-				
Hispanic or Latino	√	√	-				
Asian or Native Hawaiian/Other Pacific Islander	√	√					
White	√	√	-				
Multiracial							
Students with Disabilities	√	√	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	√	√					
Student groups making AYP in each subject	7	7	1				
CHILDREN FIRST ACCOUNTABILITY SUMMARY							
Progress Report Results – 2008-09				Quality Review Results – 2008-09			
Overall Letter Grade:	A			Overall Evaluation:	NR		
Overall Score:	69.3			Quality Statement Scores:			
Category Scores:				Quality Statement 1: Gather Data			
School Environment:	10			Quality Statement 2: Plan and Set Goals			
<i>(Comprises 15% of the Overall Score)</i>				Quality Statement 3: Align Instructional Strategy to Goals			
School Performance:	16.7			Quality Statement 4: Align Capacity Building to Goals			
<i>(Comprises 25% of the Overall Score)</i>				Quality Statement 5: Monitor and Revise			
Student Progress:	42.6						
<i>(Comprises 60% of the Overall Score)</i>							
Additional Credit:	NR						
KEY: AYP STATUS				KEY: QUALITY REVIEW SCORE			
√ = Made AYP				Δ = Underdeveloped			
√ ^{SH} = 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			
KEY: PROGRESS REPORT DATA				◇ = Outstanding			
NR = Data Not Reported				NR = No Review Required			
* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.							
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.							
** http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf							

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/Teacher 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 your school's 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?
-

A comprehensive review of the 2009-2010 ELA data concluded that:

- 61.8 % of students scored a level 3 or 4 on the 2010 NYS ELA Test.
- 14 students received a level 1. Of this number, 8 received special education services.
- 66.7 % of the students in the school's lowest third made at least one year of progress.
- 38 % of ELL's scored level 3 and 4.
- 65 % of English proficient students scored level 3 and 4 on the 2010 ELA.
- Approximately 32 % of students made at least one year of progress as compared to 62.1 % of students in 2009.
- There are 97 Special Education students in 2010-2011 as compared to 107 students last year. The addition of a self-contained 12:1 (grade 4 and 5) special education reflects this increase.

Analysis of this Spring 2010 Acuity ELA Predictive Assessment and ELA exam suggests that all students need to improve in:

- Better understanding academic language and the development of vocabulary in all content areas
- Acquire strategies to add details to support answers in their written responses.
- Compare and contrasting themes from two passages of different genres through a variety of graphic organizers
- Incorporate their own "voice" throughout their writing
- Use context clues to determine the meaning of unknown words, idioms, similes, metaphors and figurative language.
- Determine the structure of different types of texts – informational and poetry
- Identify universal themes from fables, myths and poems
- Understand vocabulary concepts in determining an author's purpose.
- Use transitional words between sentences with a paragraph and between paragraphs with extended responses.

A comprehensive review of the Math 2009-2010 data concluded that:

- 85 % of students scored at Level 3 or 4 on the 2009 NYS Math Test.
- 77 % of the students in the school's lowest third made at least one year of progress.
- 82 % of ELLs scored level 3 or level 4.

- 74.7% of students made at least one year of progress in 2009 as compared to 61.1% of students in 2008.

Accomplishments:

Our school's data continues to drive the work of our Core (schoolwide) Inquiry Team. Specifically, the team will study 20 students this year in grades 2 and 3. We expanded our inquiry team work to include grade level teams.

One goal of each grade's Inquiry Team is to target struggling students as early as possible in their academic lives, in order to strengthen vocabulary and writing strategies thereby increasing their academic achievement.

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

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

The *Being a Writer Program* was introduced in the spring of 2009 and was implemented in September 2009 in all grades throughout the building.

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

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

Barrier:

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

A school-wide decision to implement The Fountas and Pinnell Benchmark Assessment was made in order to create a uniform, formative assessment. Fountas and Pinnell provide a comprehensive analysis, which includes comprehension, vocabulary development and written expression. The use of pre and post assessments using Fountas and Pinnell assisted us in determining the growth of every inquiry team student. In September the Fountas and Pinnell assessments will help all staff set realistic goals for our staff and team. Results will be shared at leave in grade Inquiry Team meetings. Results are also documented on an ongoing spreadsheet.

Utilizing the *Fountas* and *Pinell* book level assignments, all students are assessed throughout the year and know their "just-right" reading levels. These levels are passed on from grade to grade each year. School wide focus of incorporating academic language and content vocabulary across the curriculum and throughout all the grades is evident in classroom word walls. Differentiated instruction, utilizing hands-on learning, written and oral explanation of mathematical reasoning will be ongoing throughout the building.

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

Public School 26 has chosen to adopt the theme of vocabulary on a school wide level. The creation of a "kid friendly" mascot named "Wally the Walrus" has become our ambassador into the world of words. Throughout the year, school wide activities took place, which helped our students broaden

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

Some examples of these activities are:

- study of idioms in the English language
- study of the origin of words in the English language
- the acquisition of new vocabulary by categorizing words thematically to provide English Language Learners additional opportunities to make connections between their newly developing oral language and the printed word.

Each *Book of the Month* is read aloud by every classroom teacher throughout the building. These read alouds play an important role in assisting students in acquiring new vocabulary.

Since April is poetry month, we supported the importance of fluency throughout the school, by each grade creating a cross curriculum choral speaking project. The activities included:

- a poetry café
- Thematic poetry readings
- poetry readings partnered with physical education, music and drama.

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 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

Notes: (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), 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 be aligned to the school's annual goals described in this section.

Goal I – To improve student performance on the ELA exam.

Goal II – By the end of the school year all ESL students in grades 2-5 will improve their reading and comprehension skills.

Goal III – To increase parent involvement as a vehicle towards improvement of student achievement in literacy and math.

Goal IV – To increase the percent of teachers participating in the inquiry team.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 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, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): _____

<p>Annual Goal – Number 1 Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To improve student performance on the ELA exam – There will be a 5% increase in the number of students scoring levels 3 and 4 on the ELA in grades 3, 4, and 5.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> - All level 1 and 2 students will be identified and targeted for the extended day program. All targeted students will be studied as part of the inquiry team process. - All instruction will be driven by analysis of data on the Fountas and Pinnell Benchmark assessments. - Classroom instruction will be differentiated and groups will be flexible. - Teachers of all grades will analyze the results of the ELA item analysis and will modify instruction in order to meet the diverse needs of our students. - Individualized student goals will be collaboratively developed with the students. - The parents will be notified of the student goals bi-weekly in the Home School Notebook. - All staff have an SBO one hour lunch period during which we will have grade conferences, professional development and the teachers will have time to analyze student work, discuss goals and plan. - Professional development will concentrate on the use of data to drive instruction and the study of the book – Teaching for Comprehending and Fluency by Fountas and Pinnell. - The Waterford (RTI) program will be implemented in grades K and 1. This is an individualized computer program. - Review of and discussion of Acuity Results at grade conferences.

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> - Agendas from professional development, grade and faculty conferences. - Inspection of student home-school notebooks. - Classroom visits by administration to assess teachers and students. - Inspection of planbooks and student folders to see evidence of differentiation of instruction. - Review of Acuity results.

<p>Annual Goal – Number 2 <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<ul style="list-style-type: none"> - By the end of the school year all ESL students in grade 2-5 will improve their reading and comprehension skills. - There will be 3% increase in the number of students (2) scoring at Proficient Level on NYSLAT as well as 75% of ESL students taking the NY State ELA exam for the first time achieving level 3. - To improve the overall ELA instruction throughout the school.
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> - To provide additional assistance to the students taking the ELA for the first time (grades 3-5) - Additional instruction will be given to students who will take the ELA for the first time. The instruction will be given by the ESL teacher and the classroom teacher. - Skills instruction will begin in early childhood grades. The literacy instruction will be differentiated. - Title III – afterschool program will work on development of literacy skills. - Content area vocabulary will be stressed in the ESL room, classroom and during 371/2 instruction. - Professional development by CEI-PEA will concentrate on vocabulary development. - Parent workshops will be given by the Principal and Assistant Principal. - Parent ESL classes are given weekly by NYCDOE instructor.

	<ul style="list-style-type: none"> - Acuity (NYSELAT/Predictive/ITA/ESL) Predictive will be administered. Data will be analyzed so that instruction will be centered on the specific needs of the students. - Fountas and Pinnell Benchmark assessments will be used for diagnosis of needs. Flexible grouping will be in place for differentiation of instruction. - SMART goals will be collaboratively developed by teacher and students. They will be communicated to the parents in the Home-School notebook - Best Practices will be discussed at Grade conferences and student work will be examined. - Cluster teachers, SETTS teacher, IEP teachers, and ESL teachers will attend grade conferences. They will articulate with the classroom teachers. The out of classroom staff will maintain records of articulation and congruence.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Using the following instruments to monitor and assess programs:</p> <ul style="list-style-type: none"> - Agendas and evaluations from professional development will be reviewed. - NYSESLAT – 3% increase in the students scoring proficient. - ELA results in June – 75% of students taking the ELA for the first time will score level 3. - Observations of teachers to see how the needs of the ELL’s are met. - Review of monitoring tools (data binders) by supervisors to see how the needs of the ELL’s are met. - Review of Home-School notebooks to see goals and view communications from parents - Formal and informal classroom visits to see differentiation of instruction. - Administrators will review articulation and congruence records.

<p>Annual Goal Number 3 <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<ul style="list-style-type: none"> - To increase parent involvement as a vehicle towards improvement of student achievement in literacy and math. - To move the score on the school environment survey to 10 out of 15. - To increase attendance at PTA meetings by 5%. - To ensure that 50% of parents are using ARIS parent link
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> - Teachers will communicate at least bi-weekly with parents in the “Home-School Notebook”. - Parent Co-ordinator, Administrative intern, Principal and Assistant Principal will plan workshops. Topics will include – Common Core Curriculum Standards, Understanding SMART Goals, ARIS, Understanding the Progress Report - A parent handbook will be distributed to all parents. - Ensure distribution of translated materials. - Ensure translators will be available for Parent-Teacher conferences in November and March. - Parent Co-ordinator will contact parents and assist those who have not logged into ARIS.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> - School Survey results. - Attendance sheets and evaluations of workshops. - Increase in attendance at workshops and PTA meetings. - ARIS summary of Parents who have logged in. - Attendance sheets of interpreters for Parent-Teacher Conferences.

<p>Annual Goal Number 4 <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<ul style="list-style-type: none"> - To increase the percent of teachers participating in the inquiry team. - By the end of the school year, the percent of teachers participating in the Inquiry team will be a minimum of 95%.
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> - Staff development Grade Conferences and Faculty Conferences will focus on the formation of Inquiry teams at each grade level. - Grade conferences will focus on the implementation of the inquiry team. - Monitoring tools will be designed to reflect student selection. Administration of Fountas and Pinnell Benchmark assessments coupled with Acuity, ELA, and conferences will be used as a basis for selection.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> - Classroom Observations. - Review of individual student SMART Goals. - Professional development, Faculty Conference and Grade Conference agendas and minutes will be reviewed by the Principal and Assistant Principal.

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

Directions: All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLES I SCHOOLS

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

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

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT FOR ALL SCHOOLS

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	15	0	N/A	N/A	5		4	2
1	18	0	N/A	N/A	3	1	4	6
2	28	0	N/A	N/A	7	1	3	5
3	14	0	N/A	N/A	5		2	2
4	11	2	0		15		2	3
5	38	4	4		15		4	8
6								
7								
8								
9								
10								
11								
12								

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

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

- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. Description of Academic Intervention Services

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

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

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school’s current year (2010-2011) Language Allocation Policy to this CEP.

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011

Directions: In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school’s approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval.

- There will be no revisions to our school’s approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school’s approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school’s approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school’s 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections’ II and III below.

Section I. Student and School Information

Grade Level(s) _____ Number of Students to be Served: _____ LEP _____ Non-LEP

Number of Teachers _____ Other Staff (Specify) _____

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

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.

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.

Section III. Title III Budget

School: _____ BEDS Code: _____

Allocation Amount: \$15,000		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	(e.g., \$9,978) \$10,000	(Example: 200 hours of per session for ESL and General Ed teacher to support ELL Students: 200 hours x \$49.89 (current teacher per session rate with fringe) = \$9,978.00) Before and after school programs.
Purchased services - High quality staff and curriculum development contracts.	(e.g., \$5,000)	(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements)
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	(e.g., \$500) \$5,000	(Example: 1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books) Books, library books, leveled libraries.
Educational Software (Object Code 199)	(e.g., \$2,000)	(Example: 2 Rosetta Stone language development software packages for after-school program)
Travel		
Other		
TOTAL		

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:		272,312	
2. Enter the anticipated 1% set-aside for Parent Involvement:	2,723		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:		*	
4. Enter the anticipated 10% set-aside for Professional Development:	2,700	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 100
6. 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.

* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

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

Directions: Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

Explanation – School Parental Involvement Policy: 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, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in

collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

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

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

Section I: Title I Parent Involvement Policy

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore PS26Q, *[in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act]*, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. PS26Q’s policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Advisory Council, as trained volunteers and welcomed members of our school community. PS26Q will support parents and families of Title I students by:

1. providing materials and training to help parents work with their children to improve their achievement level (e.g., literacy, math and use of technology);
2. providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;

3. fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
4. providing assistance to parents in understanding City, State and Federal standards and assessments;
5. sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand
6. providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

PS26Q's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the PS26Q Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, PS26Q will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;

- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Advisory Council. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a ²dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the Central Office for Family Engagement and Advocacy (OFEA);
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system (e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;)
- host the required Title I Parent Annual Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings (e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed; and
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help.

PS26Q will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Open School Week and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Advisory Council;
- supporting or hosting OFEA District Family Day events;
- establishing a Parent Resource Center or lending library; instructional materials for parents.
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress; and
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

Section II: School-Parent Compact

PS26Q, *[in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act]* is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. PS26Q staff and the parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

School Responsibilities:

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

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

Support home-school relationships and improve communication by:

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

- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information; and
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

- Ensure that staff will have access to interpretation services in order to communicate with limited English speaking parents effectively.
- notifying parents of the procedures to arrange an appointment with their child’s teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child’s class, and to observe classroom activities; and
- planning activities for parents during the school year (e.g., Open School Week);
- *[add other activities, if applicable]*

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child’s progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);

- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents; and
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;
- *[add other activities, if applicable]*

Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes)
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education. I will also:

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

Student Responsibilities:

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

This Parent Involvement Policy (including the School-Parent Compact) was distributed for review by Dr. Koski on November 19, 2009.

This Parent Involvement Policy was updated October 5, 2010.

The final version of this document will be distributed to the school community on November 18, 2010 and will be available on file in the Parent Coordinator's office.

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

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.
2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - Help provide an enriched and accelerated curriculum.
 - Meet the educational needs of historically underserved populations.
 - Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
 - Are consistent with and are designed to implement State and local improvement, if any.
3. Instruction by highly qualified staff.
4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

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

Section II: "Conceptual" Consolidation of Funds in a Title I Schoolwide Program (SWP)

Explanation/Background:

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

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single "pool" of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds.

The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

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

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

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source <i>(i.e., Federal,</i>	Program Funds Are “Conceptually” ³	Amount Contributed to	Check (✓) in the left column below to verify that the school has met the intent
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Reminder: To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code.
TEMPLATE - MAY 2010

	State, or Local)	Consolidated in the Schoolwide Program (R)			Schoolwide Pool (Refer to Galaxy for FY'11 school allocation amounts)	and purposes ⁴ of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (R)	Page #(s)
Title I, Part A (Basic)	Federal			X			
Title I, Part A (ARRA)	Federal	X				\$21,763	
Title II, Part A	Federal						
Title III, Part A	Federal	X					
Title IV	Federal						
IDEA	Federal	X					
Tax Levy	Local	X					

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.

Rather, the word “pool” is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

Note: The **intent and purposes** of the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

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

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING

This appendix must be completed by all schools designated for school improvement under the State's Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.

NCLB/SED Status: _____ **SURR⁵ Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring

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

School Under Registration Review (SURR)

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

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

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

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

APPENDIX 7: 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.)
2. Please describe the services you are planning to provide to the STH population.

Part B: FOR NON-TITLE I SCHOOLS

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

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

This appendix will not be required for 2010-2011.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 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 2010-11)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 026 Rufus King					
District:	26	DBN:	26Q026	School		342600010026

DEMOGRAPHICS

Grades Served:	Pre-K	v	3	v	7	11	
	K	v	4	v	8	12	
	1	v	5	v	9	Ungraded	v
	2	v	6		10		

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	68	42	44		95.0	96.0	96.0
Kindergarten	95	112	96				
Grade 1	104	87	112	Student Stability - % of Enrollment:			
Grade 2	87	89	92	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	99	88	83		92.3	91.9	90.8
Grade 4	93	105	99				
Grade 5	91	89	107	Poverty Rate - % of Enrollment:			
Grade 6	0	0	0	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	0	0	0		32.9	58.9	60.2
Grade 8	0	0	0				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		1	5	3
Grade 12	0	0	0				
Ungraded	1	0	1	Recent Immigrants - Total Number:			
Total	638	612	634	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					6	1	0

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	7	9	9	Principal Suspensions	0	0	0
# in Collaborative Team Teaching (CTT) Classes	46	57	59	Superintendent Suspensions	0	0	0
Number all others	45	35	32				

These students are included in the enrollment information above.

Special High School Programs - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants	0	0	0
Early College HS Program Participants	0	0	0

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	46	41	45
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	13	13	7
# receiving ESL services only	52	56	TBD				
# ELLs with IEPs	5	8	TBD	Number of Educational Paraprofessionals	0	0	7

These students are included in the General and Special Education enrollment information above.

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	97.7
				% more than 2 years teaching in this school	82.6	85.4	86.7
				% more than 5 years teaching anywhere	69.6	68.3	77.8
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	2007-08	2008-09	2009-10
American Indian or Alaska Native	0.5	0.2	0.2	% core classes taught by "highly qualified" teachers	100.0	100.0	96.8
Black or African American	9.6	9.3	9.0				
Hispanic or Latino	12.1	13.4	13.7				
Asian or Native Hawaiian/Other Pacific	65.2	64.4	64.4				
White	12.7	11.6	11.2				
Male	49.4	51.6	52.1				
Female	50.6	48.4	47.9				

2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
						v	v

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
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Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase			Category		
	In Good		v	Basic	Focused	Comprehensive
	Improvement Year 1					
	Improvement Year 2					
	Corrective Action (CA) – Year					
	Corrective Action (CA) – Year					
	Restructuring Year 1					
	Restructuring Year 2					
	Restructuring Advanced					

Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>		<u>Secondary Level</u>
ELA:	v	ELA:
Math:	v	Math:
Science:	v	Graduation Rate:

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

Student Groups	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
All Students	v	v	v				
Ethnicity							

American Indian or Alaska Native	-	-	-				
Black or African American	v	v	-				
Hispanic or Latino	v	v	-				
Asian or Native Hawaiian/Other Pacific Islander	v	v					
White	v	v	-				
Multiracial							
Students with Disabilities	v	v	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	v	v					
Student groups making	7	7	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	A	Overall Evaluation:				NR	
Overall Score:	64.4	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	8.3	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	9.6	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	38						
<i>(Comprises 60% of the</i>							
Additional Credit:	8.5						

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
- = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster Alan Cohen	District 26	School Number 26	School Name Rufus King
Principal Dr. Dina Koski		Assistant Principal Mrs. Debra Gershman	
Coach N/A		Coach N/A	
Teacher/Subject Area Mrs. Victoria Klinger/ESL		Guidance Counselor Mr. Andrew Szabo	
Teacher/Subject Area		Parent	
Teacher/Subject Area type here		Parent Coordinator Mrs. Chris Marziliano	
Related Service Provider type here		Other Mrs. Mindy Wilkes/SETSS	
Network Leader Mr. Walter O'Brien		Other Mr. Arthur Getzel/IEP	

B. Teacher Qualifications

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

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

C. School Demographics

Total Number of Students in School	644	Total Number of ELLs	63	ELLs as Share of Total Student Population (%)	9.78%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.

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

1. Parents/Guardians of all students entering P.S. 26, and all NYC schools, are required to submit a Home Language Identification Survey upon registration. Students are identified as potential ELL's per the survey and are administered the LAB-R within 10 days of registration. This is ongoing throughout the school year. All HLIS are viewed and evaluated by a certified ESL teacher. All testing is administered by a certified ESL teacher. Spanish speakers are also given the Spanish LAB if they do not pass the LAB-R. Tests are immediately hand scored to determine eligibility and level placement.

Transfer students are identified and placed per findings on ATS and a review of the HLIS in their cumulative folder.

Continuing students are placed into the appropriate program per their level on the previous spring's NYSESLAT results and according to the program selected on the Parent Selection Form.

All ELL's will be tested on NYSESLAT in the spring of 2011 per the posted testing schedule. This will play a large part in their annual evaluation and will continue to be the most relevant determining factor for continued placement.

2. We invite all ELL parents/guardians to an initial orientation/survey meeting immediately following LAB-R administration. We present all options available for their children throughout the NYC school system. The presentation is in English followed by the viewing of the information in the native language of the parent (via CD). Parents then submit the Parent Survey and Selection form. Historically, all parents at P.S. 26 select the free standing ESL option. Attendance at this meeting is usually 95-98% of all invited parents. They respond with a tear off on which they may request that the survey, in their native language, be sent home with their child if they are unable to attend. We send a request home until we receive a response.

3. We send out entitlement/continued entitlement letters at the same time and request a signed tear off to acknowledge that their child will be included in our ESL program. Should we receive a response of non-attendance for the survey meeting, we send home a survey form together with a brochure explaining all of the options. This is sent home in the native language of the parent. Most respond immediately and those who do not receive a phone call and may schedule a private presentation.

4. The criteria used to determine placement include the HLIS, the LAB-R / NYSESLAT results and the Parent Survey and Selection response. Our school offers a free standing pull-out ESL program, though all parents are informed of alternate options outside of our school or district.

5. All parents to date have selected the program available in our building and we have not found the need to place a student into a TBE program through default.

6. Accordingly, our program model is in alignment with parent requests.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained														0
Push-In														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	63	Newcomers (ELLs receiving service 0-3 years)	53	Special Education	12
SIFE	0	ELLs receiving service 4-6 years	9	Long-Term (completed 6 years)	1

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	53	0	1	9	0	8	1	0	1	63
Total	53	0	1	9	0	8	1	0	1	63

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

Dual Language (ELLs/EPs)

K-8

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0									

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	2	1	0	1	1	0	0	0	0	0	0	0	0	5
Chinese	3	2	1	0	2	1	0	0	0	0	0	0	0	9
Russian	0	2	0	0	1	1	0	0	0	0	0	0	0	4
Bengali	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Urdu	3	2	2	0	0	0	0	0	0	0	0	0	0	7
Arabic	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Haitian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Korean	14	8	3	4	4	3	0	0	0	0	0	0	0	36
Punjabi	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Polish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Albanian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other	1	0	0	0	0	1	0	0	0	0	0	0	0	2
TOTAL	23	15	6	5	8	6	0	63						

Part IV: ELL Programming

A. Programming and Scheduling Information

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

Programming and Scheduling Information

1. a/b

All ESL instruction is delivered through a pull-out free standing ESL program. Two certified ESL teachers address student needs through small group instruction focusing on both the development of ELA skills as well as academic vocabulary and content-based knowledge. Students are grouped homogeneously per grade level, age and English proficiency. A variety of assessments also help determine placement including LAB-R and NYSLESLAT.

2. Our advanced ELLs receive 180 minutes per week of pull-out ESL instruction in a small group setting. The classroom teacher supports this learning with an additional 180 minutes, usually more, of ELA instruction per week through differentiated instruction and grouping within the mainstream classroom. Our beginner and intermediate ELLs receive 360 minutes of explicit ESL instruction

appropriate for their grade and proficiency level. A minimum of 180 minutes include a focus on English language skills including vocabulary development. ELLs are familiarized with all aspects of the balanced literacy program found in their own classroom, including the mini-lesson, think alouds and shared/guided reading and writing. An additional 180 minutes may focus directly on content based curriculum or on the development of academic vocabulary to support the learning taking place in the classroom. We fully comply with NYS CR Part 154.

3. Content area instruction is delivered through a variety of methodologies dependent upon the individual student's proficiency level in English. Advanced students receive rigorous academic instruction with an emphasis on developing vocabulary and word recognition skills expected at their grade level. Students are taught strategy for self monitoring based upon the CALLA approach. Intermediate ELLs receive scaffolded content area instruction with supports being reduced as higher English proficiency levels are attained. Emphasis is on the development of academic vocabulary through the use of visuals and realia as well as simplification based on the Sheltered English approach. Alternate materials may be substituted for classroom text to make the material more comprehensible. Beginning ELLs are taught content with the emphasis on basic academic vocabulary supported by visuals and hands-on activity including pictures, graphs and diagrams for clear understanding. All instruction is in English with some peer translation when necessary.

4. Teachers differentiate instruction for our various subgroups.

a. SIFE students - temporary grade placement based upon ability and length of interruption in education, peer tutoring, extending day participation, adaption to core curriculum, AIS services including Wilson or Foundations.

b. Newcomers - proper assessment and placement, additional visual support, technological enhancements, peer/buddy of same native language, simplified instruction through ELL methodology such as TPR, color coding and modeling, understanding by all involved of cultural and social differences, respecting the silent period.

c. ELLs 4-6 years - focus on rigorous ELA and content instruction to bring students up to a grade level, modification/simplification of curriculum, additional visual support, after school programs, AIS services including SETSS, guided reading and writing, modeling.

d. 6+ years - most children in this category have well developed social language skills and vocabulary ability so we must improve academic vocabulary through overt teaching. For some research proves that it may take up to seven years to fully develop ability in a second language. Including the long term ELL in AIS programs, extended day and summer remedial programs may be necessary for success. A bilingual educational evaluation may be needed.

e. special needs- adaptation of core curriculum, teaching test taking strategies, inclusion in our Co Integrated Team teaching or self-contained classrooms (per IEP) to insure the implementation of all special education strategy. They remain for extended day programs and receive additional related services, including speech therapy.

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Arts and Native Language Support

The chart below is a visual representation designed to show the variation of NLA usage/support across the program models.

Please note that NLA support is never zero.				
NLA Usage/Support		TBE		
100%				
75%				
50%				
25%				
		Dual Language		
100%				
75%				
50%				
25%				
		Freestanding ESL		
100%				
75%				
50%				
25%				
TIME		BEGINNERS	INTERMEDIATE	ADVANCED

B. Programming and Scheduling Information--Continued

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

5. Targeted intervention programs may be offered to ELLs in need. All intervention programs are taught in English. Our special needs students receive classroom instruction through trained and certified special educators. Adaptions are made to core curriculum for those with cognitive delays, per the IEP. Many receive related services such as speech, PT and OT in addition to continued pull-out ESL instruction. A bilingual para may be part of the learning process if required by the IEP. Special education students are included in the

extended day program.

Long term ELLs are assessed for inclusion in our risk programs such as SETSS (math and ELA) and Wilson reading. All are offered participation in our extended day program and most participate. Newcomers benefit from a rotating additional period of ESL instruction targeted for individual needs. This is in addition to the required 360 minutes per week.

6. Former English Language Learners, those who have achieved proficiency as measured by NYSESLAT, are given transitional support in the classroom. They may continue to be buddied with a peer who shares the same home language. All classroom teachers are informed of the former ELL status and grouped accordingly for ELA and content related lessons and projects. Cooperative learning is used and clear goals and objectives are set. Teachers are aware that these students continue to benefit from pre-teaching and previewing, especially vocabulary, prior to direct instruction. If necessary, former ELLs are included in our AIS at risk programs. Many participate in the extended day program. We continue to communicate with parents in the native language, whenever possible.

7. We have fully implemented Fountas and Pinnel programs in all grades and this is new for the school year. Smart boards have recently been placed in some classrooms and assist our ESL students with additional visuals to support learning.

8. All programs for ELLs continue as they have been successful.

9. Our ELL population has the opportunity to participate in all school-wide programs and are given priority for inclusion in our extended day. ELLs run for student council and participate in all sports programs, chorus and the Virtual Y. We will soon commence our Title III before and after school program exclusive to ELLs. ELLs are considered for Gifted and Talented programs in the district.

C. Schools with Dual Language Programs

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

Programming and Scheduling information continued..

10. A variety of instructional materials are used to support our English Language Learners. They include Math Connect, McGraw Hill Social Studies and science texts that are grade appropriate for content. Our reading and writing programs are anchored by Treasures and Being a Writer. Several of these include an ESL component. All are leveled and can be adapted for the ELL student. Computers aid with English learning and we have several in each classroom as well as computer lab for all students. Children are taught to use a word processor and this can help with self monitoring. Another program teaches students to set up graphic organizers. Kid Pix allows for expression in the computer lab by our very beginning students. A new program, Waterford, is designed to offer computer assistance in early grade literacy development. Translation assists are also available through the computer.

ESL teachers use a variety of adapted materials that work in conjunction with the classroom texts. An example is a 4/5 grade social studies program by Uma Chamot (Language Development Through Content: America the Early Years). Leveled libraries in all rooms contain reading materials for our ELLs, including many picture books and simplified non-fiction. Our special education classrooms also use materials for ELA and content based instruction adapted for the needs of the students. Wilson and Foundations are used for our SIFE students as well as ELLs who may be reading far below expectations.

11. A student's native language may be used to support learning, although we do not have bilingual classrooms. A majority of our ELLs are Korean and one ESL teacher is a native speaker of this language. We have staff members who may assist with translation when needed. Our classroom teachers pair newcomers with a student who may have the same home language. We encourage our ELLs to utilize a translation dictionary or device.

12. ESL teachers base their lessons on curriculum map and pacing calendar for each grade. Academic vocabulary is overtly taught to assist children as they learn new material and content. All learning directly corresponds to content of the classroom. Newcomers receive sheltered instruction to keep them at pace with their classroom peers. SIFE children may be placed in a grade not corresponding to age should the need arise. Articulation between the ESL teacher and the classroom teacher is ongoing. AIS services are utilized for individual needs.

13. Newly enrolled students and their families are offered tours of the building and the opportunity to meet staff.

This is particularly true when a student enrolls mid-year. Welcoming workshops are held several times a year for parents. We are presently

developing a handbook about our school that will be translated into a variety of languages. This will assist newcomers and their families prepare for enrollment at PS 26.

14. We do not offer foreign language courses in our school at this time.

D. Professional Development and Support for School Staff

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

1/3. We have many ELLs and all teachers are involved in their education. We offer one hour of professional development each week and ESL methodology is covered at several sessions. All teachers are expected to complete 7.5 hours of ELL training. Classroom teachers were given The ESL Survival Kit by Claire and Haynes to insure that they will have materials suitable for newcomers from day one in the classroom. This book contains wonderful lesson plans and worksheets as well as valuable ideas for reaching the ELL student.

2. We assist our upper grade children as they prepare to make the transition to middle school. All receive a tour of the middle school most will attend. Staff from the middle school visit our fifth graders and hold an informational assembly. Articulation occurs between our teachers and those in the middle school. Our teachers prepare upper level students by developing independent study skills and teaching the students to take on responsibilities that they will need to succeed.

E. Parental Involvement

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

1. There is an extremely active PTA at PS 26. Many parents are eager to help our school. We welcome all parents and request their involvement. Our ELL parents are a valued commodity. We have ELL parents on most of our committees including the 5th grade graduation committee. Parents actively participate in school wide events including our annual carnival and special persons day. They are included in our new vocabulary focus and displays are to be set up in the hallways for parents as an answer to their frequently asked questions. We are working on a handbook for all parents and hope to have it translated into several languages. Asian parents participate in our Lunar New Year celebration, a huge annual event at PS 26.

2. We partner with several agencies and community based organizations. One of our proudest associations is with the Office of Adult and Continuing Education so that we may offer ESL classes to our parents and grandparents. There is a huge participation in this program. As parents learn English, they are able to assist their children with homework, school work and ELA skills. Other partnerships include Dial-A-Teacher, Brain Education, New York Life and the Fresh Meadows public library. All of our children are expected to have a library card. We are supported by the West Cunningham Park and Fresh Meadows Civic associations. We partner with several Asian parent groups, including the Korean Parents Association of New York. Our ELL teachers present orientation/welcoming meetings several times throughout the school year with translation available.

3/4. We evaluate the needs of our parents in several ways. At the start of the school year our parent coordinator surveys all classrooms and parents request to have information sent home in the native language whenever possible. We obtain translation services for our parent-teacher conferences and readily offer translations by phone as needed. Parents of ELLs participate in our PTA and do have a voice. They express needs as they arise and we always take steps to address their needs. Our ELL parents and guardians requested an adult ESL program and we continue to honor this request.

Teachers and administrators are always available to answer questions regarding the education and well-being of their child and will offer translation services either in person or by telephone. The home culture of our students and their families must be appreciated and recognized. Classroom libraries contain books that reflect the multicultural atmosphere of our building. Parents are given showcases throughout the year in which they may display their cultural artifacts for all to see.

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	0	2	2	0	1	2								7
Intermediate(I)	10	9	3	1	4	3								30
Advanced (A)	13	4	1	3	2	3								26
Total	23	15	6	4	7	8	0	0	0	0	0	0	0	63

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

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	0		1		4		4		9
4	0		2		5		4		11
5	0		1		1		5		7
6									0
7									0
8									0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4			1		5		5		11
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5			1		2		4		7
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
NYSAA Science				

Native Language Tests

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

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

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

Teachers utilize many tools for the assessment of literacy skills. Included are Fountas and Pinnell in all grades, EPAL, Acuity Interim testing and mandated state exams. They also maintain running records, do one to one conferencing, request portfolio pieces, use rubrics and checklists to monitor individual progress on an ongoing basis. All of these tools and the data obtained from their use drive instruction and allow for differentiation. ELL teachers use the identical data combined with LAB-R results and NYSESLAT scores to meet the needs

Additional Information

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

Analysis and Review continued:

2/3. Upon examination of last spring's NYSESLAT results, we notice patterns throughout the grades. Many ELL students are able to test proficient for English listening and speaking skills. the same students are testing at the intermediate and advanced levels for reading and writing skills and remain in our program. First grade students have the highest numbers for overall proficiency. Upper grade students (grades 3-5) improved most in listening and speaking skills. As expected, most children obtain a higher score for the listening and speaking modalities on NYSESLAT, even at the beginner level. Therefore we are cognizant of the fact that we need to work on listening and

Additional Information

speaking skills with our newcomers and try to develop strong BICS skills. We also need to develop phonemic awareness and increase vocabulary early on. Methodology used with our newcomers include TPR and the use of gestures, pictures and realia. We have many beginners in the upper grades due to the fact we have many newcomers arrive mid-year.

Our higher intermediate and advanced students need to focus on writing mechanics and grammar as well as the development of independent skills in all areas of literacy. Teachers must concentrate on the development of the production of better paragraphs and work on students' comprehension skills for both fiction and non fiction. Focus must also be on the development of CALP (academic vocabulary). We must require that the students answer content based questions that require higher levels of thinking with more added details to support their answers.

Advanced students need to be taught strategies for self-monitoring through an approach such as CALLA. They need to gain confidence and improve the level of independent and non-scaffolded tasks. Many upper grade (3-5) students did well on the reading and writing section of the NYSESLAT.

Analysis of all test results aid the ESL teacher with grouping as well as differentiation within the small group.

4. We are able to give our ELLs the state Math and Science tests in their native language though many opt for the tests in English and use a glossary in conjunction with the tests. This, plus the extended time factor, assists achievement. Therefore, most of our ELL students receive a 3 or 4 on the content area exams. Some are exempt from ELA testing, however those who are required to take the ELA receive lower scores than on content area tests.

b/c. Periodic ELL Assessment is not used at the present time due to the redundancy of the Acuity tests that are given periodically to all Students

5. N/A

6. Continued on attachment.

Part VI: LAP Assurances

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

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

	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		