



P.S. 026 THE CARTERET SCHOOL

2010-11

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

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

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 353100010026 **SCHOOL NAME:** P.S. 026 The Carteret School

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

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

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

POSITION / TITLE **PRINT/TYPE NAME**

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Muriel Timari & Florence Rubino

PRINCIPAL: Ms. Joanne Mecane

UFT CHAPTER LEADER: Florence Rubino

PARENTS' ASSOCIATION PRESIDENT: Rosemary Kempton

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 31 **CHILDREN FIRST NETWORK (CFN):** CFN 609

NETWORK LEADER: Debra VanNostrand

SUPERINTENDENT: Ermenia Claudio

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
Ms. Joanne Mecane	Principal	Electronic Signature Approved. Comments: yes
Florence Rubino	UFT Chapter Leader	Comments: yes
Rosemary Kempton	PA/PTA President or Designated Co-President	
Kim Modzelewski	Parent	Comments: yes
Muriel Timari	UFT Member	Comments: yes
Rosemary Kempton	Parent	Comments: yes
Debra Valledolmo	Parent	Comments: yes

* 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.

The Carteret School is an elementary school with 164 students from Kindergarten through grade 5. The school population comprises of 0.6% Native American, 6.4% Asian, 34.9% Hispanic, 8.7% Black, 46.5% White, and 1.5% Multi-Racial. The student body includes 11% English Language Learners and 16% Special Education students. Boys account for 50.5% of the students enrolled and girls account for 49.5%. The average attendance rate for the school year 2009- 2010 was 94.9%. The school is in receipt of Title 1 funding with 58% eligibility. The school is in the process of building modernization to upgrade facilities for both students and staff. P.S. 26 encourages all our children to fulfill their potential. The caring, motivated staff provides instruction based on the individual needs of each child. We have developed a Professional Development model that supports and trains staff in using effective strategies that will be utilized within each classroom. The P.S. 26 staff and the Travis community, provide a supportive atmosphere for all the children.

SECTION III - Cont'd

Part B. School Demographics and Accountability Snapshot. Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school's NYCDOE webpage under "Statistics." 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.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
School Name:	P.S. 026 The Carteret School								
District:	31	DBN #:	31R026	School BEDS Code:					
DEMOGRAPHICS									
Grades Served:	<input type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
Enrollment:				Attendance: - % of days students attended*:					
<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	0	0	0		94.5	94.9	TBD		
Kindergarten	29	25	28						
Grade 1	27	32	26	Student Stability - % of Enrollment:					
Grade 2	27	30	31	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Grade 3	36	25	24		91.5	96.85	TBD		
Grade 4	39	39	29						
Grade 5	24	39	34	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		58.1	52.5	61.1		
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		5	4	TBD		
Grade 12	0	0	0						
Ungraded	1	0	0	Recent Immigrants - Total Number:					
Total	183	190	172	<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
					3	1	2		
Special Education Enrollment:				Suspensions: (OSYD Reporting) - Total Number:					
<i>(As 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	19	21	13	Principal Suspensions	8	10	TBD		
# in Collaborative Team Teaching (CTT) Classes	0	0	0	Superintendent Suspensions	0	1	TBD		
Number all others	14	15	13						
<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		
English Language Learners (ELL) Enrollment: (BESIS Survey)				CTE Program Participants					
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	Early College HS Participants	0	0	0		
					0	0	0		

# in Transitional Bilingual Classes	0	0	0				
# in Dual Lang. Programs	0	0	0	Number of Staff - Includes all full-time staff.			
# receiving ESL services only	17	18	19	(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs	0	1	5	Number of Teachers	17	18	TBD
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals	3	3	TBD
				Number of Educational Paraprofessionals	3	4	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	100	TBD
				% more than 2 years teaching in this school	64.7	83.3	TBD
Ethnicity and Gender - % of Enrollment:				% more than 5 years teaching anywhere	64.7	61.1	TBD
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher	88	83	TBD
American Indian or Alaska Native	0.6	0.5	0.6	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	100	100	TBD
Black or African American	7.6	6.3	8.7				
Hispanic or Latino	29	33.2	34.9				
Asian or Native Hawaiian/Other Pacific Isl.	6.6	5.8	6.4				
White	56.3	53.7	46.5				
Multi-racial							
Male	48.6	50.5	48.8				
Female	51.4	49.5	51.2				
2009-10 TITLE I STATUS							
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance		<input type="checkbox"/> Non-Title I			
Years the School Received Title I Part A Funding:		<input checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08	<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10		
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		If yes, area(s) of SURR identification:					
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):							
In Good Standing (IGS)		<input checked="" type="checkbox"/>					
Improvement Year 1		<input type="checkbox"/>					
Improvement Year 2		<input type="checkbox"/>					
Corrective Action (CA) - Year 1		<input type="checkbox"/>					
Corrective Action (CA) - Year 2		<input type="checkbox"/>					
Restructuring Year 1		<input type="checkbox"/>					
Restructuring Year 2		<input type="checkbox"/>					
Restructuring Advanced		<input type="checkbox"/>					
Individual Subject/Area AYP Outcomes:							
Elementary/Middle Level				Secondary Level			
ELA:	Y			ELA:			
Math:	Y			Math:			
Science:	Y			Graduation Rate:			

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

Student Groups	Elementary/Middle Level			Secondary Level			
	ELA	Math	Science	ELA	Math	Grad. Rate	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	4	4	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results - 2008-09		Quality Review Results - 2008-09	
Overall Letter Grade	A	Overall Evaluation:	
Overall Score	72.6	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	4	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	13.5	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	50.6	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	4.5	Quality Statement 5: Monitor and Revise	

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
X* = Did Not Make AYP Due to Participation Rate Only	◇ = Outstanding

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

Note: 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 schools use of resources: last year's school budget, schedule, facility use, class size, etc.

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

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

The standardized test data from the 2009-2010 school year, shows that 41.7% of our testing population performed at or above grade level (Levels 3 and 4) on the 2009-2010 N.Y. State ELA standardized exam and 58.3% performed below grade level standards (Levels 1 and 2). According to the 2009-2010 N.Y. State Math standardized exam 56.4% performed at or above grade level standards and 54.5% performed below grade level standards. There was a decrease of 25% of the students performing at or above grade level standards in ELA and a decrease of 35% in Mathematics when comparing the 2009-2010 NY State test results to the 2008-2009 test results.

The greatest accomplishment over the past year has been the increase in time teachers have to collaborate with the creation of teacher teams. During this time they work together to make instructional improvements.

The most significant aids to the schools continuous improvement have been the School Wide Inquiry Team, Kaplan Program, use of differentiated instruction, using data from Performance Series and Acuity. We are currently improving the benefits of the integration of technology in the classroom and working collaboratively to infuse the Common Core Standards into our current curriculum maps.

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

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.

Annual Goal	Short Description
<input type="checkbox"/> By June 2011, 100% of the teaching staff will double the amount of time spent doing active inquiry work by meeting once a week, as opposed to the previous school year when the teachers met one time per month.	<input type="checkbox"/> To increase the amount of time teachers spend on doing inquiry work by planning, developing, reviewing and assessing student work to promote continuous academic progress.
<input type="checkbox"/> By June 2011, 100% of the grade 3, 4, and 5 teachers will improve student performance in literacy as indicated in the New York State ELA exam by increasing the number of students achieving Levels 3 and 4 by 55%.	<input type="checkbox"/> By June 2011, all grade 3, 4, and 5 teachers will take part in professional development sessions to increase their understanding of how to plan, implement, and assess small group reading instruction which will effectively improve students' reading comprehension and critical thinking skills.
<input type="checkbox"/> By June 2011, 100% of the teachers will be involved in professional development to infuse and align the English Language Arts and Mathematics Common Core Standards with lesson plans and curriculum maps.	<input type="checkbox"/> Ongoing network professional development sessions will assist teachers, align, and infuse the Common Core Standards into the school's curriculum.

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**Subject Area
(where relevant) :**

**English Language Arts and
Mathematics**

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> By June 2011, 100% of the teachers will be involved in professional development to infuse and align the English Language Arts and Mathematics Common Core Standards with lesson plans and curriculum maps.</p>
<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>	<p><input type="checkbox"/> Approximately every six weeks a team of three teachers will take part in network designed professional development sessions to assist teachers, align, and infuse the Common Core Standards into the English Language Arts and Mathematics curriculum.</p>
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include 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><input type="checkbox"/> \$3,255 to cover the cost for hiring substitute teachers for 21 days to enable three classroom teachers to participate in 7 professional development sessions.</p> <p>Network Support</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><input type="checkbox"/> Network Support will periodically analyze classroom instruction and teacher plans to ensure the Common Core Standards are being infused into the school's curriculum.</p> <p>Administrative team will periodically review and monitor lesson plans, student work samples, and ongoing curriculum map revisions.</p>



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 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructuring - Year 1, Year 2, and Advanced, must complete Appendix 5. All Schools Under Registration Review (SURR) must 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

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

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	27	27	N/A	N/A	1			1
1	26	26	N/A	N/A	3			3
2	31	31	N/A	N/A	3			2
3	24	24	N/A	N/A	4			1
4	28	28	28	28	2			1
5	35	35	35	35	1		1	4
6								
7								
8								
9								
10								
11								
12								

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

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

Part B. Part B - Description of Academic Intervention Services

<p>Name of Academic Intervention Services (AIS)</p>	<p>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.).</p>
<p>ELA:</p>	<p><input type="checkbox"/></p> <p>Data driven instruction during the school day and extended day time. Small groups and individual instruction provided during school day and extended day. Wilson Reading, Great Leaps, Kaplan, Core Knowledge, Performance Series, Acuity during the school day and extended day time.</p>
<p>Mathematics:</p>	<p><input type="checkbox"/></p> <p>Data driven instruction. Small groups and individual instruction provided during the school day and extended day. Use of Performance Series, Acuity, Kaplan, and Core Knowledge during the school day and extended day time.</p>
<p>Science:</p>	<p><input type="checkbox"/> Core Knowledge Reading in the content area during the school day and extended day time.</p>
<p>Social Studies:</p>	<p><input type="checkbox"/> Core Knowledge Reading in the content area during the school day and extended day time.</p>
<p>At-risk Services Provided by the Guidance Counselor:</p>	<p><input type="checkbox"/></p> <p>Student is referred to counselor by teacher, parent, administration, and other staff or self to receive short term counseling. Depending on the issue, student is seen either one to one or in a group, 1x weekly for 30 minutes during the school day after parental consent is obtained. Intervention is determined based on the student's individual needs.</p>
<p>At-risk Services Provided by the School Psychologist:</p>	<p><input type="checkbox"/> N/A</p>

<p>At-risk Services Provided by the Social Worker:</p>	<p><input type="checkbox"/> Students are referred to Social Worker by teacher, administration, or parents for crisis intervention. Only with parent consent (written), then the Social Worker will meet with students for ongoing counseling. Social Worker may also recommend further outside services for student if deemed necessary. Counseling is provided on a weekly basis or as allowed depending on other job responsibilities.</p>
<p>At-risk Health-related Services:</p>	<p><input type="checkbox"/> A Department of Education Nurse is available to treat students 5 days a week. Students with 504 plans are treated as indicated on their plan.</p>

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

NCLB/SED requirement for all schools

Part A: Language Allocation Policy - Attach a copy of your school's current year (2010-2011) LAP narrative 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)

N/A

Number of Students to be Served:

LEP 19

Non-LEP 0

Number of Teachers 1

Other Staff (Specify) 0

School Building Instructional Program/Professional Development Overview

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.

In Kindergarten there are three ELL's. One Kindergarten ELL is in a self contained special education class. First grade has two ELL's. Second grade has two ELL's. Third, Fourth and Fifth grade has four ELL students. In fifth grade, all of the ELL students are in a self contained special education classroom. We have one student for each of the following home languages: Albanian, French, Polish, Chinese and Portuguese. There are two Italian speaking students and twelve Spanish speaking students.

Our school has a pull-out and push-in ESL program. Push-in is determined by finding the ELL's with the greatest needs. Those students are the ones new to school and students who have stayed in the program the longest. This includes the kindergarten students and fifth grade self contained special education students. Pull-out groups are put together according to grade level. Beginning and Intermediate students receive 360 minutes of ESL weekly. Advanced students receive 180 minutes of instruction.

Our ESL teacher is New York State Certified to teacher ELL students.

Professional Development Program

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

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

Section III. Title III Budget

—

School: P.S. 26
 BEDS Code: 353100010026

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	\$0	N/A
Purchased services - High quality staff and curriculum development contracts	\$0	N/A
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	0	N/A
Educational Software (Object Code 199)	0	<input type="checkbox"/> N/A
Travel	0	N/A
Other	\$1.087	N/A
TOTAL	0	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

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

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

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

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

Parents whose primary language is a covered language are provided with Parent Bill of Rights and Responsibilities which detail their rights regarding Translation and Interpretation Services.

-Translation Posters and signs are posted in the main lobby.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

PART A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2010-11:	\$78,515	\$3,569	0
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$785.15		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$3,925	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$7,851.50	*	

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 2009-2010 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.
 N/A

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

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

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

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

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

School Parental Involvement Policy:

I. General Expectations

PS26 agrees to implement the following statutory requirements:

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

- that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
- School will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

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

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

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

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

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

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

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

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

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

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

- i. the State’s academic content standards
- ii. the State’s student academic achievement standards
- iii. the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child’s progress, and how to work with educators:

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

b. The school will provide materials and training to help parents work with their children to improve their children’s academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:

Monthly parent newsletters will be distributed.

c. The school will provide computers to be available for use by parents upon request.

d. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:

Teachers and staff will receive professional development on communicating with non-English speaking parents.

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

Notices of all parent activities are backpacked home and posted on the parent bulletin board. They are also listed in the monthly newsletter. The school maintains a list of parents requiring translated materials.

III. Discretionary School Parental Involvement Policy Components

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

- o involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;

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

IV. Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by monthly PTA Title I Sub-Committee meetings. This policy was adopted by the P.S.26 PTA Sub-committee in _____ and will be in effect for the period of 1 year. The school will distribute this revised policy to all parents of participating Title I, Part A children on or before October 29, 2010 .

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

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

APPENDIX 4: NCLB/SED REQUIREMENTS FOR ALL TITLE I SCHOOLS

School-Parent Compact :

P.S.26 and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2010-2011.

School Responsibilities

P.S.26 will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:

The workshop model will be used to deliver instruction in all areas.

2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement.

Parent-teacher conferences will be held in the fall and spring as established by the DOE. Specifically, those conferences will be held on November 9, 2010 and March 15, 2011. There will be opportunity for parents to attend either an afternoon or evening appointment. Spanish interpretation will be available onsite. Additional translations will be handled via the DOE translation and interpretation phone interpretation service.

3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:

Children will receive report cards three times a year on dates established by the District.

4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:

All staff will be available for consultation with parents. It is advised that parents request, in writing, a meeting. They may follow up with the Parent Coordinator if they do not get a response.

5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:

Parents have the opportunity to volunteer at PTA meetings and events. They may observe classroom activities during Open School Week which is in the fall. Parents may also attend curriculum workshops given by the Parent Coordinator where they will have the opportunity to participate in various learning activities with their children.

6. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.

7. Involve parents in the joint development of any Schoolwide Program plan (for SWP schools), in an organized, ongoing, and timely way.

8. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to

parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.

9. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
10. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
11. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
12. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
13. Provide each parent with information about the ARIS parent link, a system which enables families to view their child's academic information. This is the same information that is viewed by educators.
14. Provide access to a computer for any parent in need. This will be arranged by the Parent Coordinator upon request by the parent.
15. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

Monitoring attendance and lateness.

Making sure that homework is completed.

Ensuring that my child gets the appropriate amount of sleep for their age.

Monitoring amount of television their children watch.

Monitoring internet usage.

Volunteering in my child's classroom.

Participating, as appropriate, in decisions relating to my children's education.

Promoting positive use of my child's extracurricular time.

Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.

Viewing my child's information on the ARIS parent link.

Student Responsibilities

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

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

PART C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

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.

The standardized test data from the 2009-2010 school year, shows that 41.7% of our testing population performed at or above grade level (Levels 3 and 4) on the 2009-2010 N.Y. State ELA standardized exam and 58.3% performed below grade level standards (Levels 1 and 2). According to the 2009-2010 N.Y. State Math standardized exam 56.4% performed at or above grade level standards and 54.5% performed below grade level standards. There was a decrease of 25% of the students performing at or above grade level standards in ELA and a decrease of 35% in Mathematics when comparing the 2009-2010 NY State test results to the 2008-2009 test results.

2. Schoolwide reform strategies that:

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

In an effort to have all of our teachers work collaboratively to solve individual student instructional needs, we will be using our Thursday 37.5 minutes of extra instruction for teacher team meetings. This time will be used to review data: student work, teacher work, data found on ARIS, engage in goal setting, decide on instructional change strategies, monitor the impact of the changes in student learning, and revise practices. The agenda for the meetings will be designed collaboratively with the School Inquiry Team.

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.

- - **P.S. 26 offers all students the opportunity to be part of the Extended Day program. Summer School is offered to students who performed a level 1 in Math or ELA. It is also offered to all ESL Students.**

 - Help provide an enriched and accelerated curriculum.

- - **All students K - 5 Teachers, AIS, and consultants analyze data to drive differentiated instruction of students' abilities in all academic areas. Using conferences to support instruction. Acuity, Everyday Mathematics, and Performance Series Assessments are administered to determine the student's performance level. Work is assigned to challenge the child based on their level of performance. Lower grade children are being challenged through the Core Knowledge Curriculum. Upper grade children are being challenged through small group instruction based on informative and summative assessments. Everyday Mathematics Unit Tests are administered to identify the needs of the students' in order to assign activities. The Everyday Mathematics Program provides enrichment activities to further challenge the higher performing students.**

 - Meet the educational needs of historically underserved populations.

- - **ESL teacher works with students and their families that have language barriers. Students in K - 5, AIS Teacher, and consultants analyzing data to drive differentiated instruction of students' abilities in all academic areas. Using conferences to support enrichment. Acuity, Everyday Mathematics, and Performance Series assessments are administered to determine the level of the child. Work is assigned to challenge the child based on their level of performance. Lower grade children are being challenged through the Core Knowledge Curriculum. Upper grade children are being challenged through small group instruction based on informative and summative assessments. Upper grade children are being challenged through Kaplan ELA and Math. Everyday Mathematics is assigned by utilizing unit tests and conferencing to assign activities to challenge the students. Everyday Mathematics games are customized to further challenge the higher achieving students.**

 - Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career

awareness/preparation, and the integration of vocational and technical education programs.



- Small Class setting for all students

- Individualized instruction in all classes

- Use of data to drive instruction

- Guidance Counseling for mandated students and for students who show at-risk behaviors

- P.S. 26's PPT team evaluates and creates IEP's to help move students who are low academic achievers into the sphere of success.

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

- P.S 26 is just beginning to implement the Common Core State Standards in ELA and Math. Teachers also will set individual student goals to help students make continual progress.

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

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



All instruction is aligned to the New York State Standards. We use the Kaplan Program, differentiated instruction, data driven instruction to build on the students strengths and weakness. The data used is from the Everyday Math Curriculum, Teacher's College Reading/Writing

Project, Core Knowledge curriculum, Performance Series Assessment, Acuity Predictive ELA, Acuity ITA in Math and New York State exams. All are aligned with the New York State Standards.

3. Instruction by highly qualified staff.

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

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

Principal and Assistant Principal will support teachers with creating meaningful instruction for the students. Professional Development sessions will be scheduled to assist teachers in providing targeted instruction to children. CFN 609 Network and Literacy Support Specialist consultant will be providing in-class and mentoring classroom instruction.

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

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

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



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

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.



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

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.



Monthly Inquiry Conferences

· **Data Professional Development by Assistant Principal**

· **Monthly Faculty Conferences**

· **Use of Acuity Predictive Results (grades 3-5)**

-Use of Acuity ITA in Math (Grades 3-5)

· **Use of Acuity website, resources, and data (grades 3-5)**

· **Use of Performance Series Periodic Assessment Results (grades 2-5)**

· **Use of Performance Series website, resources, and data (grades 3-5)**

-Core Knowledge (Grades K - 2)

-Teacher's College Reading/Writing Project (Grades 3-5)

· **Common Grade Preps for teachers to conference with each other.**

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

- **Continue individualized small group instruction, based on data analysis findings**
- **Use of Acuity Predictive Results (grades 3-5) to find students performance levels.**

- **Use of Acuity ITA's in Math (grades3-5) to find students level of performance.**
- **Use of Acuity website, resources, and data (grades 3-5) to individualize instruction in daily lessons, AIS and Extended Day.**
- **Use of Performance Series Periodic Assessment Results (grades 2-5) to find students performance levels.**
- **Use of Teacher's College Reading/Writing Project to find students reading level.**
- **Use of Performance Series Adaptive website, resources, and data (grades 3-5) to assign work according to student's levels.**
- **Use of Everyday Math End of Unit Assessments and Everyday Math Extended Response Unit Assessments.**

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.



NYPD Assembly

Career Day

Don't Laugh At Me curriculum

CAPP Puppet Show Training

Hygiene Lesson

Respect for All Activities

Bullying..We're Kickin It Program

Teaching Tolerance

· **All students participated in the HIV/AIDS curriculum, as mandated by the State.**

· **Student participation in a nutrition committee coordinated by Food Services.**

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 specifically 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, State, or Local)</i>	Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for school allocation amounts)</i>	Check (X) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate goal number references where a related program activity has been described in this plan.	Page#(s)
		Yes	No	N/A			
Title I, Part A (ARRA)	Federal	Yes			\$82,084	True	Goal 2 Page 13

¹**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. 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.

²**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.

PART D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

1. Use program resources to help participating children meet the State standards.

N/A

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

N/A

3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:

a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;

N/A

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

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

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

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

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

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

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website:

<http://schools.nyc.gov/NR/ronlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A:

Part A - For Title I Schools

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

1

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

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

Part B:

Part B - For Non-Title I Schools

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

CEP RELATED ATTACHMENTS

Attachment for 'Appendix 2 - Program Delivery for English Language Learners (ELLs)'

File Name - 28_31R026_020311-093659.doc

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 609	District 31	School Number 026	School Name The Carteret School
Principal Joanne Mecane		Assistant Principal type here	
Coach type here		Coach type here	
Teacher/Subject Area Jessica D'Esposito / ESL		Guidance Counselor type here	
Teacher/Subject Area Muriel Timari/ SETTS		Parent type here	
Teacher/Subject Area type here		Parent Coordinator type here	
Related Service Provider type here		Other type here	
Network Leader type here		Other type here	

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	1	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	164	Total Number of ELLs	19	ELLs as Share of Total Student Population (%)	11.59%
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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.

We have a very structured plan to ensure that we correctly classify those students who may be ELL. Upon registration to our school, parents are administered the Home Language Identification Survey in their home language. (only if they have never been admitted to another NYC school). We provide these forms in the parents' home language. The certified ESL teacher, Jessica D'Esposito is present to assure that parents understand and correctly fill out the form. She conducts an interview with parents and students to determine students' primary language. After the form is filled out, the ESL teacher fills in the OTELE code and gives it to the secretary. Within the students' first ten days at the school, the LAB-R is administered by the ESL teacher. If a student speaks Spanish, the Spanish LAB is also administered by a Spanish-speaking teacher. Students who have been identified as ELL based on the LAB-R are evaluated annually with the NYSESLAT to determine their proficiency. The NYSESLAT is conducted each spring. We make a list of students eligible for taking the NYSESLAT and group them according to the grade bands. Students are assessed in Speaking, Listening, Reading, and Writing. The pedagogues that conduct this assessment are the ESL Teacher and SETTS Teacher.

After a student has been identified on the LAB-R as an ELL, parents are notified. In order to make sure that parents understand the three program choices, we conduct a parent orientation. We send out the entitlement letters and a program brochure for the parents. These materials are sent home with the students. They are available in the home language. To ensure that parents have received the information we call them over the phone or speak with them in person. We invite parents to the school within the first 10 days of enrollment for the orientation. There they watch the DVD from the EPIC binder. The DVD contains information about the three programs (ESL, TBE, and Dual Language). After the DVD is shown, we answer any questions they may have. At this meeting we ask that parents take the time to fill out the Parent Survey and Program Selection form. If we do not receive the form at the meeting then we reach out to the parent over the phone or in person to ensure they return the forms. After parent selection forms have been returned, we make three copies. The original copy is placed in the student's cumulative file, one copy is given the Parent Coordinator, and the third copy is given to the ESL teacher.

If a parent chooses a program that is not available in our school, we try to find another school with that program. We check for the program by contacting our district office. We inform the parents of the steps we have taken to find the placement they chose.

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

The program model that parents have chosen is offered at our school. Many of our parents select the ESL Program. For the 2010-2011 school year, we had 6 new students. Four of the parents chose the ESL program. In the 2009-2010 school year we had 4 new ESL students. Three of the parents requested ESL. In order to provide any parent who requests a bilingual program we inform them of other schools with programs and also explain that if we have 15 students on two consecutive grades who speak the same language we will open up a bilingual class.

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	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>	0	0	0	0	0	0								0
Dual Language <small>(50%:50%)</small>	0	0	0	0	0	0								0
Freestanding ESL														
Self-Contained	0	0	0	0	0	0								0
Push-In	2	2	2	2	2	2								12
Total	2	2	2	2	2	2	0	0	0	0	0	0	0	12

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	19	Newcomers (ELLs receiving service 0-3 years)	9	Special Education	5
SIFE	0	ELLs receiving service 4-6 years	10	Long-Term (completed 6 years)	0

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0			0						0
Dual Language	0			0						0
ESL	9		1	10		4				19
Total	9	0	1	10	0	4	0	0	0	19

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
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	
	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																			

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:
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Ethnic breakdown of EPs (Number):		
African-American:	Asian:	Hispanic/Latino:
Native American:	White (Non-Hispanic/Latino):	Other:

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	2	1	1	3	2	3								12
Chinese		1												1
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French						1								1
Korean														0
Punjabi														0
Polish	1													1
Albanian			1											1
Other				1	2									3
TOTAL	3	2	2	4	4	4	0	19						

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.

Currently in our school we have 19 ELL's. In Kindergarten there are three ELL's. One Kindergarten ELL is in a self contained special education class. First grade has two ELL's. Second grade has two ELL's. This year our highest concentration of ELL's is in the third, fourth, and fifth grade classes. Third and fourth grade have four ELL's in general education classes. There are four ELL's in fifth grade in a self contained special education class. Nine of the ELL's have received services for less than three years. Ten of our ELL's have received services for four to six years. We have no long term ELL's in our school. We have one student for each of the following home languages:

Chinese, Albanian, Polish, French, and Portuguese. There are two Italian-speaking students and twelve Spanish-speaking students.

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

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

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

Differentiation for ELL subgroups

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

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

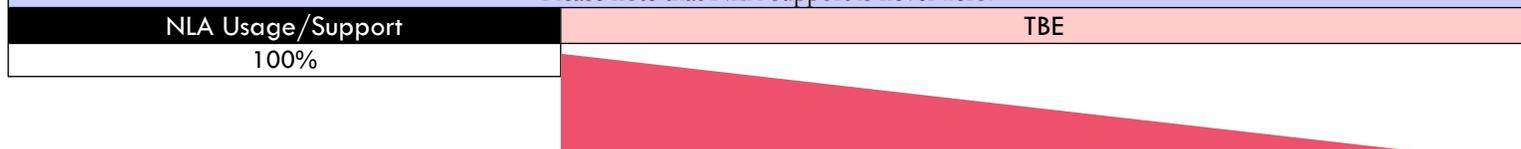
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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



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

5. 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.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

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

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

ELL's are allowed to participate in all school programs. ELL's participate in great numbers in the after school program. They have

participated over the last few years in programs such as Band, Dramatic Arts, Health and Nutrition, and Strategy Games.

There are several instructional materials in the classroom to supports ELL's. There is currently a SMART Board in every classroom. These are used to supplement lessons with pictures, videos, and activities. ELL's have access to laptops in their classrooms. For our reading program, we have leveled independent books as well as guided reading sets. For Math, ELL's have their Everyday Math Materials that include journals, reference books, and Math manipulatives. Kaplan Math and ELA test prep books are also materials that are available. The teacher's guide includes ideas to help scaffold ELL's learning. Kindergarten to Grade Two has a Core Knowledge program with materials that students use. This series provides readers, and workbooks. There are also a class set of large pictures to help provide students with the needed background knowledge. Within the ESL program, the Rigby series, On Our Way to English is used to supplement instruction as well.

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

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

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)?

Paste response to questions 1-5 here

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.

This year for professional development, upper grade teachers are working with a literacy consultant. The consultant works with teachers to improve instruction for all students as well as ELL's. Lower grade teachers receive professional development in the Core Knowledge program.

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

This year we will also have the ESL teacher and another teacher attend The Common Core State Standard Aligned with ELL workshop. We will turnkey this information during Professional Development Days. All teachers are receiving Professional Development during our monthly faculty conference on The Common Core State Standards in ELA and Math.

Our fifth grade teachers work with ELL's who will be transitioning to intermediate school. In order to prepare the students, both teachers and students meet with staff and students from an intermediate school. This gives teachers a platform to help address any of the students' questions and concerns.

Each staff member in the school is mandated to receive 7.5 hours of training working with ELL's. We keep this information logged in the ESL binder. A list of current staff members is kept and hours are logged. When the ESL teacher presents information, sign-in sheets are made for teachers and stored.

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?

Parents are frequently invited to our school. Teachers also invite parents in for parent celebrations. These celebrations are usually a time where students share their work. The parent coordinator hosts monthly parent workshops. ELL parents often come to the school for these celebrations and meetings. Parent activities have included, Math games, Reading games, Nutrition, and homework toolboxes. Parent Workshops are scheduled throughout the year. The parents enjoy watching their children participate during celebrations and they enjoy working with them during parent meetings. Other meetings we will be offering include a parent data meeting and Science Fair meeting. At the data meeting we show parents how to log onto ARIS and find data on their children. At this meeting we provide hands on guidance by allowing parents to use laptops to access the data. At the Science Fair Meeting we debrief parents on the guidelines for their Science fair projects. This allows parents to see how they can help their children. When translators are not available, we have parents who speak other languages who have volunteered to help translate for those parents who need that service. We've had translators attend the meetings in the past to allow those parents who speak another language opportunities to interact more. In order to determine the needs of ELL parents we meet with them during the parent orientation. We speak with parents on their language needs. We discuss the language they would like to be contacted in over the phone as well as in writing. Currently, we do not have any Community Based Organizations working with our school.

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)		1		1	1									3
Intermediate(I)	1	1	1	2		3								8
Advanced (A)	2		1	1	3	1								8
Total	3	2	2	4	4	4	0	0	0	0	0	0	0	19

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3		2	1		3
4	3	1	1		5
5		1			1

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	1		2		1				4
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						1
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				

New York State Regents Exam

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

Native Language Tests

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

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

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

The data shows most of our students are proficient listeners and speakers. After viewing the data, our instruction for ELL's will focus more on moving advanced students to proficient in reading and writing. We would also like to move students who scored at an intermediate level to an advanced or proficient level. Because of the high number of advanced students in fourth grade, we see that instruction that has been done in third grade was effective in raising the NYSESLAT scores of those students. We will continue to help students develop their listening and speaking. Since the students performed well with listening and speaking, we will use those modalities to improve their reading and writing.

Our current fourth grade ELL's took the New York State ELA exam as third graders. When looking at the data we see that two of the students received two's while one of the students received a three. When looking at their New York State Math Exam for that year, we see that one of the students received a one and two of those students received two's. The data shows that the ELL's performed better in the ELA than Math exam. Teachers will use this data to ensure that Math is a focus for ELL's.

Our current fifth grade ELL's took the ELA and Math exam as fourth graders. Three of the students received ones on both the ELA and Math exam. (These students are in a self contained special education classroom). One student scored a one on the Math and two on the ELA. One student scored a two on the Math and three on the ELA (this student is now proficient according to the NYSESLAT). This pattern also shows us that some ELL's are performing better on the ELA exams than the Math exams. Teachers will plan instruction that helps ELL students meet standards in Math.

This year into our school, we received 6 new ELL's. Their LAB-R data shows that we have three beginner level students, one in first, third and fourth grade. In the intermediate level we have one kindergarten student. For the advanced level we have two kindergarten students. What we were noticing from the different levels is that our beginners are in older grades, therefore, they do not have the experience of the English language. Our kindergarten students have had the exposure of the English language.

We use Teacher College Reading and Writing Project (TCRWP) to assess students' early literacy skills. We are using this to assess students in grades 3 to 5. We are using this assessment to accurately attain students' independent and guided reading levels. We use the students' reading level to form small groups that can be used for guided instruction. This also allows teachers to determine what students' comprehension needs are so that they can plan their instruction. In grades K-2 we use Core Knowledge Program. These assess the students' letter sound knowledge including decoding. There is also some comprehension involved. Teachers use this data to differentiate instruction. We use the assessments from that program to assess the students' progress.

Currently our school does not use ELL Periodic Assessments. In place of periodic assessments, we use the Acuity Predictive Assessments in ELA. We use these assessments to determine what the students' needs are in reading and writing. The teachers form small groups from the data and develop differentiated lessons. Our ELL's who are new to the country and predominantly speak their native language take math and science tests in that language, this helps us understand the needs of the students in the content areas.

Additional Information

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

Paste additional information here

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		

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 026 The Carteret School					
District:	31	DBN:	31R026	School		353100010026

DEMOGRAPHICS

Grades Served:	Pre-K		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	0	0	0		94.5	94.9	94.5
Kindergarten	25	28	28				
Grade 1	32	26	26	Student Stability - % of Enrollment:			
Grade 2	30	31	23	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	25	24	31		91.5	96.8	90.2
Grade 4	39	29	23				
Grade 5	39	34	32	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		58.1	61.1	61.1
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		5	4	6
Grade 12	0	0	0				
Ungraded	0	0	1	Recent Immigrants - Total Number:			
Total	190	172	164	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					3	1	2

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	21	13	22	Principal Suspensions	8	10	11
# in Collaborative Team Teaching (CTT) Classes	0	0	0	Superintendent Suspensions	0	1	1
Number all others	15	13	14				

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	17	18	18
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	3	3	4
# receiving ESL services only	18	19	TBD				
# ELLs with IEPs	1	5	TBD	Number of Educational Paraprofessionals	3	4	3

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	100.0
				% more than 2 years teaching in this school	64.7	83.3	94.4
				% more than 5 years teaching anywhere	64.7	61.1	72.2
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	88.0	83.0	83.3
American Indian or Alaska Native	0.5	0.6	0.6	% core classes taught by "highly qualified" teachers	100.0	100.0	100.0
Black or African American	6.3	8.7	7.3				
Hispanic or Latino	33.2	34.9	39.0				
Asian or Native Hawaiian/Other Pacific	5.8	6.4	5.5				
White	53.7	46.5	47.0				
Male	50.5	48.8	50.6				
Female	49.5	51.2	49.4				

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	v	v

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
-----------------------------	--	---------	--	--	--	--	--

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:

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

American Indian or Alaska Native	-	-				
Black or African American	-	-	-			
Hispanic or Latino	v	v	-			
Asian or Native Hawaiian/Other Pacific Islander	-	-	-			
White	v	v	-			
Multiracial						
Students with Disabilities	-	-	-			
Limited English Proficient	-	-	-			
Economically Disadvantaged	v	v	-			
Student groups making	4	4	1			

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10				
Overall Letter Grade:	C	Overall Evaluation:				NR
Overall Score:	21	Quality Statement Scores:				
Category Scores:		Quality Statement 1: Gather Data				
School Environment:	3.9	Quality Statement 2: Plan and Set Goals				
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals				
School Performance:	1.8	Quality Statement 4: Align Capacity Building to Goals				
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise				
Student Progress:	14.5					
<i>(Comprises 60% of the</i>						
Additional Credit:	0.8					

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