



**Department of
Education**

Dennis M. Walcott, Chancellor



**2011-2012
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

SCHOOL NAME : JESSE OWENS SCHOOL/P.S.26

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 16K026

PRINCIPAL: CYNTHIA CELESTINE

EMAIL: CCELEST@SCHOOLS.NYC.GOV

SUPERINTENDENT: EVELYN SANTIAGO

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Cynthia Celestine Ed.D	*Principal or Designee	
Patricia Brown	*UFT Chapter Leader or Designee	
Yolanda Hawkins	*PA/PTA President or Designated Co-President	
Debra Ellison	DC 37 Representative, if applicable	
Altimer Brown	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Keisha Richardson	Member/UFT	
Melanie Mills	Member/UFT	
Brenda Burton	Member/UFT	
Lynette Turner	Member/Parent	
Crystal Jones	Member/Parent	
Victoria Willis	Member/Parent	
	Member/	

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.

- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

Annual Goal #1

- By June 2011, 100% of the pedagogical staff will have been introduced and will have participated in short cycles of observation as a means to promote teacher effectiveness and increase student rigor in a thinking curriculum that encourages planning quality lessons, allowing children to think, question, explore, and engage in rich conversations and discussions.

Comprehensive needs assessment

- To meet the demands of the Common Core State Standards and college and career readiness, the actions teachers take should be reflected in the high quality expected in student performance. The Progress Report 2010 - 2011 showed student performance at 11.4 out of 25 hence, promoting teacher effectiveness should raise student performance.

Instructional strategies/activities

- Engage pedagogical staff in short cycles of observation and give quality feedback using a professional framework;
- Faculty and grade meetings will introduce and clarify the validity of short cycles of observation;
- Accountable for moving students to a level beyond novice through feedback, differentiation, looking closely at students' work, and analyzing student data;
- Professional development through inter-visitation and intra-visitations; AUSSIE Professional Learning sessions, viewing webinars/videos of best practice; Lead Teacher PD; and attending workshops hosted by network;
- At least 60% of teachers will use technology during instruction;
- Teachers will share S.M.A.R.T goals with supervisor;
- Goals will be revisited with teacher and supervisor throughout the year;
- Grade planning weekly; plans will reflect higher order thinking skills as evidenced by open-ended questions and tasks that reflect Depth of Knowledge Levels 3 and 4.

Strategies to increase parental involvement

- Learning goals will be sent home for parents review, input, and signature;
- Teachers, Parent Coordinator, and AUSSIE consultant will facilitate parent workshops on Common Core Standards for each grade;
- Parent Coordinator facilitates workshop on Parent ARIS Link;
- Invite parents to Publishing Day to listen to their child's presentation of his/her stories.

Strategies for attracting Highly Qualified Teachers (HQT)

- Based on the BEDS criteria, at present 100% of our staff is highly qualified. We will continue to cultivate a culture and climate to retain highly qualified teachers. We will also maintain our partnership and internship program with Medgar Evers College. The interns become a part of the pool of potential hires due to their familiarity with the climate and culture of our school. To increase the hiring pool of highly qualified teachers,

administrators attend hiring fairs and preliminary interview prospective teachers.

Service and program coordination

- Teachers will attend Professional Development provided by UFT;
- Community Board Organizations are consistently invited to speak to teachers on effective ways to work with parents and students in high needs community;
- Children First Network offers Professional Development on effective teaching.

Budget and resources alignment

- Title 1 funds will be used to plan and execute in-house workshop;
- Title 1 5% Highly Qualified allocation will be used to purchase days with AUSSIE to enhance instruction across the grades;
- School Support Supplement and TL Fair Student Funding allocation will be used for teacher coverage for intra-visitation and workshops provided by the CFN.
- Schedule includes common planning across the grades
- Tax Levy Lead Teacher funding will support PD provided by Lead Teachers.

ANNUAL GOAL #2 AND ACTION PLAN

Annual Goal #2

- Continue to improve the level of home and school communication that will increase parent involvement in the academic progress of our students. At least 75% of the parent body will provide input in the identification, planning, and achievement of student learning goals as measured by learning goal planning sheets that will be reviewed by parents, signed, and returned to the classroom teachers

Comprehensive needs assessment

The percentage of parents involved in identification, planning and achievement of student learning goals is less than 75 %. Improving the level of home and school communication through the increase percentage of parents attending meetings, workshops and conferences will enhance the number of parents involved in the academic progress of our students.

Instructional strategies/activities

- Parents will be informed of student learning goals;
- AUSSIE and teachers will conduct parent workshops on the new Core Curriculum Standards;
- Learning goal sheets will be sent home for parents review, input and signature;
- Learning goals will be discussed at Curriculum Night and Parent -Teacher Conferences;
- Parent Coordinator will contact hard to reach parents in order to boost participation;
- Parent Coordinator will schedule on going meetings and workshops with families on topics such as : Progress Report, Parent Surveys, and Middle school applications;
- SLT and PTA will work simultaneously to increase participation;
- Compare parent involvement data from 2010 - 2011 to 2011- 2012.

Strategies to increase parental involvement

- Provide workshops, conferences, informational sessions that encourage parents participation in student academic progress;
- Provide incentives for parents to attend workshops, conferences and other school activities;
- Provide workshops for parents to access their child's information on ARIS Parent link;
- The Parent Coordinator will conduct a needs assessment survey to establish types of programs and times available for parents to attend programs.

Strategies for attracting Highly Qualified Teachers (HQT)

- Based on the BEDS criteria, at present 100% of our staff is highly qualified. We will continue to cultivate a culture and climate to retain highly qualified teachers. We will also maintain our partnership and internship program with Medgar Evers College. The interns become a part of the pool of potential hires due to their familiarity with the climate and culture of our school. To increase the hiring pool of highly qualified teachers, administrators attend hiring fairs and preliminary interview prospective teachers.

Service and program coordination

- Workshops by Parent Coordinator on the use of ARIS Parent Link for parents to access their child's academic information;
- AUSSIE provides grade specific workshops for parents;
- Parent Nutrition Workshop provided through a partnership with Cornell University.

Budget and resources alignment

- Title 1 SWP and Title 1 ARRA will create the 1% Parent Involvement set aside to increase parent involvement in academic activities. Parental Involvement Resources will be utilized to fund parent involvement activities;
- TL Parent Coordinator and TL Parent Coordinator OTPS funds will be used to support parent involvement, communication and the provision of workshops;
- Pending Title 1 Translation funds will support the translation of parent communication documents;
- PTA Fundraisers will be used to encourage parent involvement and support.

ANNUAL GOAL #3 AND ACTION PLAN

Annual Goal #3

- To enhance the level of student informational/explanatory writing in grades K-5. The volume and quality of students' response to non-fiction texts will increase over the year and students will complete at least one literacy task to meet the Citywide Expectations. This will result in a minimum 5% increase of all students progressing from novice to practitioner or expert as measured by a common rubric aligned to the Core Curriculum Standards.

Comprehensive needs assessment

- Over the past two years students have performed below 51% on the New York State English Language Arts Assessments. Item Skills Analyses have shown deficiency in the area of comprehension skills when responding to non-fiction texts. Through focusing on student response via informational /explanatory writing from K-5, areas of student difficulty in comprehension will be identified and the data will be used to drive instruction.

Instructional strategies/activities

- All grades will complete at least one literacy task to satisfy the Citywide Expectations during the Fall
- Teachers will meet during common planning time to review the Journeys reading program and plan weekly
- Teachers will identify writing needs according to customized rubrics and implement strategies to teach the skills
- Teachers will administer and review unit assessments and on demand writing. Results will inform next steps for teaching and learning
- Teachers will meet with administration and lead teachers to look at student work
- Teachers will meet with AUSSIE for professional learning sessions to enhance the teaching of responding to informational/explanatory writing

Strategies to increase parental involvement

- Information sessions will be held for parents on the Common Core State Standards and the Citywide Expectations across grades
- Parents will be informed of the beginning of new units via school communication folders
- Provide oral and written translations for parents during Information sessions
- The Parent Coordinator will conduct workshops and assist parents to access ARIS Parent Link.
- Parents are trained through Learning Leaders to participate in the Class Parent Program

Strategies for attracting Highly Qualified Teachers (HQT)

- Based on the BEDS criteria, at present 100% of our staff is highly qualified. We will continue to cultivate a culture and climate to retain highly qualified teachers. We will also maintain our partnership and internship program with Medgar Evers College. The interns become a part of the pool of potential hires due to their familiarity with the climate and culture of our school. To increase the hiring pool of highly qualified teachers, administrators attend hiring fairs and preliminary interview prospective teachers.

Service and program coordination

- Academic Intervention Services (AIS), Special Education Teacher Support Services (SETSS) will provide and coordinate services to students in consultation with the classroom teacher(s)
- Maintain close communication with After-school Program - Xposure concerning students' needs and performance. The main focus of this program is financial literacy
- Maintain and support partnership with Medgar Evers College professors and students as they implement a remedial reading program to help targeted students in Kindergarten and Grade 1.

Budget and resources alignment

- Title 1 5% Highly Qualified will be used to purchase days with AUSSIE to enhance literacy instruction across the grades
- Enhance libraries with 50% nonfiction leveled books that will be purchased for upper and lower grades using Tax levy and NYSTL textbook allocation based on an assessment of student needs
- School Support Supplement and TL Fair Student Funding allocation will be used for teacher coverage for monthly intra-visitations with a focus on reading and writing literacy workshops provided by the CFN
- Schedule includes common planning across the grades.
- Tax Levy Lead Teacher funding will support PD provided by Lead Teachers.

ANNUAL GOAL #4 AND ACTION PLAN

Annual Goal #4

- 100% of teachers will become proficient in accessing and analyzing available student data to inform instruction. 100% of all teachers will access, analyze and utilize New York State, school based and periodic assessment data to plan instruction as evidenced in formal observations and assessment binders.

Comprehensive needs assessment

- In order for students to meet or exceed one year's growth as indicated by the NYS ELA and Math test proficiency score, teachers should be able to access student data, track student performance, assign student work based on their needs as evidenced by an item skill analysis, and use information to inform instruction.

Instructional strategies/activities

- Professional development will be provided on accessing and analyzing data to differentiate instruction and identify interventions.
- AUSSIE professional development will include the analysis and use of available student data.
- Formal observations will include a focus on the use of data to plan instruction.
- New teachers will receive training in ARIS and Acuity
- Early childhood teachers will use DIBELS to progress monitor.
- Data specialist will create class grouping for Academic Intervention Teachers and provide PD on the use of the data.
- Inquiry team will meet regularly to review target student data and progress and turn-key information to classroom teachers.
- Teachers will meet on common planning periods to review data, set measurable goals, and share best practices for intervention and differentiation.
- Monthly grade leaders meetings to share data across the grades

Strategies to increase parental involvement

- Inform parents of the beginning of new units of study, the content to be studied and what students should be able to do at the end of the unit;
- Share students' learning goals and assessments with parents;
- Ensure parents sign Learning Goal Sheet.

Strategies for attracting Highly Qualified Teachers (HQT)

- Based on the BEDS criteria, at present 100% of our staff is highly qualified. We will continue to cultivate a culture and climate to retain highly qualified teachers. We will also maintain our partnership and internship program with Medgar Evers College. The interns become a part of the pool of potential hires due to their familiarity with the climate and culture of our school. To increase the hiring pool of highly qualified teachers, administrators attend hiring fairs and preliminary interview prospective teachers.

Service and program coordination

- Inquiry Teams meet once per week to for 371/2 minutes to discuss data, look at students' work, and determine next steps;
- Data Specialist support, provide data, and facilitate Professional Development on accessing data;
- Professional Development provided by AUSSIE.

Budget and resources alignment

- Data Specialist funding will support Data Specialist to work closely with teachers to clarify data and insure access for all.
- Inquiry Team funds will be used to pay staff per session for Inquiry using student data. Data will be turn keyed to all staff.
- Lead Teacher funds are used to fund lead teacher positions. Lead Teachers will work to demystify student data and get staff more comfortable with analysis.
- Title 1 5% Set Aside for Highly Qualified Staff will be used to fund AUSSIE Professional Development sessions.
- TL Fair Student funding will be used for Per Diem teacher absence coverage to allow teachers to attend on site and off site professional development sessions on data analysis.

ANNUAL GOAL #5 AND ACTION PLAN

Annual Goal #5

- The use of data to inform and differentiate instruction in a standard-based mathematics program will result in an increase in math performance on the State Math Assessment. These activities will result in a minimum of a 3% increase in student performance on the State Assessment for 2011 - 2012.

Comprehensive needs assessment

Since the raising of the bar on the NYS Mathematics Assessment, the number of students meeting and exceeding the standards has decreased. Although the number of students meeting and exceeding the standards is on the rise, there is room for improvement. In 2009, 90% of students met and exceeded the standards. It is imperative to make gains toward this achievement.

Instructional strategies/activities

- Students in Pre-K - 5 will complete at least one task in mathematics during the school year to satisfy the Citywide Expectations
- Teachers will meet during common planning to review the Everyday Math Curriculum and Math Standards to plan lessons and assessments.
- The teacher leader of Math will meet regularly with each grade to review Core Curriculum Standards in math and align the standards to the EDM curriculum map.
- At least one staff member from grade 3-5 and K-2 will participate in Math Professional Development facilitated by CFN Network # 612 and turn-key information to their peers.
- Teachers will review individual assessment results by class and across the grade to inform next steps for teaching and learning including Acuity Data, Interim Assessments, Everyday Math and teacher created materials.
- Teachers will meet with administration and Lead Teachers to plan instruction and look at student work.
- Teachers will meet with the Title 1 Math Teacher and Lead Teachers for professional learning sessions to enhance the teaching of mathematics.
- All grades will conduct conferences and strategy lessons in math.

Strategies to increase parental involvement

- Parents are encouraged to be actively involved in their child's education at school. Parents are encouraged to attend and participate in Math Night,
- Parents are provided with math material to prepare their child for participation in math events.
- Parents are provided with full opportunities to participate in activities. These opportunities include parents with limited English proficiency, parents with disabilities, , and parents of migratory children.
- Scheduled workshop for understanding the Common Core Curriculum in Mathematics.

Strategies for attracting Highly Qualified Teachers (HQT)

- Based on the BEDS criteria, at present 100% of our staff is highly qualified. We will continue to cultivate a culture and climate to retain highly qualified teachers. We will also maintain our partnership and internship program with Medgar Evers College. The interns become a part of the pool of potential hires due to their familiarity with the climate and culture of our school. To increase the hiring pool of highly qualified teachers,

administrators attend hiring fairs and preliminary interview prospective teachers.

Service and program coordination

- Chess in the School Program encourages critical and strategic thinking skill;
- Violence Prevention Program - reward students for appropriate behaviors. Rewards are used to purchase tangible materials.

Budget and resources alignment

- Math books and test sophistication materials will be purchased for upper and lower grades using the Tax Levy and NYSTL Textbook allocation based on an assessment of student needs;
- Lead Teacher funding will support Lead Teachers to conduct demonstration math lessons;
- TL Fair Student Funding absence coverage allocation will be used for teacher coverage;
- Teachers will attend Math workshops given by the CFN and Math Core Curriculum Training. Monthly intra-visitations will be scheduled with a focus on mathematics;
- Title 1 SWP funding will support the Title 1 Math teacher to provide direct intervention to students and professional development sessions for staff;
- Schedule includes common planning across the grades.

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

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

	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	6	6	N/A	N/A	4	0	3	0
1	32	13	N/A	N/A	8	0	3	0
2	21	17	N/A	N/A	3	0	2	0
3	37	27	N/A	N/A	8	0	3	0
4	32	16	5	0	10	0	3	12
5	31	15	0	10	10	0	3	0
6								
7								
8								
9								
10								

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. Type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. When the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
<p>ELA: Extended Day 3 x a week Push in/Pull out Intervention Model Cluster Teachers provide AIS in ELA</p>	<ul style="list-style-type: none"> • Before school three times a week in groups of ten students • Cluster teachers provide AIS services for students in small groups • At risk students will attend Saturday school and receive intervention in small groups • Teachers use Journeys, DRA, and Headsprout Early Reading Program • AIS teachers provide support in small groups and one-on-one using a push in/pull out model • Targeted services provided for 5th graders who are performing at level 1 and 2 • Targeted services provided for 3rd and 4th graders using an Enrichment Model
<p>Mathematics: Push in/Pull out Intervention Model Extended Day 4 x a week Cluster Teachers provide AIS in Math</p>	<ul style="list-style-type: none"> • Before school three times a week in small groups • Cluster teachers provide AIS services for students in small groups • Teachers use Everyday Math and V Math programs for AIS. • At risk students receive intervention in small groups • AIS teachers provide support in small groups and one-on-one using a push in/pull out model
<p>Science: Science Enrichment</p>	<ul style="list-style-type: none"> • Intervention teachers, science teachers, and ICT teachers provide one-on-one intervention services to students who need support in science. An integrated curriculum is also used in which science is supported in reading and writing
<p>Social Studies: Pull out program</p>	<ul style="list-style-type: none"> • Provide support in social studies using an integrated curriculum in reading and writing during the school day.
<p>At-risk Services provided by the Guidance Counselor: Push in/Pull out program</p>	<ul style="list-style-type: none"> • Provide lunch time self esteem and conflict resolution groups/holdover group • Small group discussions for students with severe behavior problems • One-on-one discussions for students with severe behavior problems

	<ul style="list-style-type: none"> • Classroom discussions based on need • Participant on the Pupil personnel Team
<p>At-risk Services provided by the School Psychologist: Pull out program</p>	<ul style="list-style-type: none"> • Provides at-risk counseling for students who are presenting severe behavior issues during the school day. • Serves as a consultant for teachers who have students who are presenting academic and behavioral difficulties during the school day and after school. • Participant on the Pupil Personnel Team
<p>At-risk Services provided by the Social Worker: Pull out program</p>	<ul style="list-style-type: none"> • Provides short term counseling for students in crisis as needed for bereavement, emotional support etc.
<p>At-risk Health-related Services: Nutrition Program with School Nurse and School Nutritionist</p>	<ul style="list-style-type: none"> • Conduct nutrition program in small groups during the school day with 8 identified 5th graders; • Asthma support group for students with asthma during the school day with 12 identified 4th graders.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

The Jesse Owens School – PS 26 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 upon request, and, to the extent practicable, in a language parents understand;

- The school will provide 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:
 - i. Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
 1. that parents play an integral role in assisting their child’s learning;
 2. that parents are encouraged to be actively involved in their child’s education at school;
 3. 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.
 4. the school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

SCHOOL-PARENT COMPACT

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

**THE JESSE OWENS SCHOOL P.S. 26
SCHOOL / FAMILY COMPACT 2011 - 2012**

The school and families working cooperatively to provide a successful education for all children agree:

The School Agrees	The Parent/Guardian Agrees
<p>To provide high quality research based curriculum and instruction in an engaging learning environment and foster learning through the use of the workshop model and best teaching practices. Classrooms will have grade and instructionally appropriate literacy, math, science, social studies, technology, arts and character education materials.</p>	<p>To assist with his/her child with schoolwork; read for 15 to 30 minutes per day to Pre-kindergarten, Kindergarten and 1st grade students, listen to grade 2 and 3 students read for 15-30 minutes and ensure that grade 4 and 5 students read for 30 – 60 minutes. Encourage pupils in grades K– 5 to read at home every night.</p>
<p>To deal with communication issues between teachers</p>	<p>To monitor his/her child’s:</p>

<p>and families through:</p> <ul style="list-style-type: none"> <input type="checkbox"/> The Red Communication Folder <input type="checkbox"/> Parent-teacher conferences at least annually <input type="checkbox"/> Reports to parents on their children’s progress <input type="checkbox"/> Reasonable access to staff and opportunities for observation of classroom activities. <p>To provide families with timely information about all programs including Title I Reading, Title I Mathematics, ESL instruction, AIS, Enrichment, After school, Professional Development, and Parental Involvement.</p> <p>To provide performance profiles and individual student assessment results for each child and other pertinent individual information.</p> <p>To provide families with opportunities to learn more about curriculum through parent workshops, Curriculum Night, Curriculum Newsletters and professional development activities.</p> <p>To convene an annual meeting for Title I families to inform them of the Title I program and their right to be involved.</p> <p>To offer a flexible number of meetings at various times.</p> <p>To actively involve families in planning, reviewing and improving Title I programs and Parental Involvement Policies.</p> <p>To provide students and families with a Student Handbook that outlines school discipline policies.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> attendance at school <input type="checkbox"/> homework completion <input type="checkbox"/> amount of time spent reading <input type="checkbox"/> amount of time spent watching television <p>To support the school discipline code and encourage respectful behavior at all times.</p> <p>To send students to school on time and in a clean uniform daily, including trip days.</p> <p>To share the responsibility for improved student achievement by supporting your child at school activities and fundraisers and attending PTA meetings.</p> <p>To communicate with his/her child’s teachers about their educational needs through Parent meetings and the Red Communication Folder.</p> <p>To actively participate in school improvement efforts, complete the annual Parent Survey and encourage other families to do so.</p> <p>To actively participate in school improvement efforts and encourage other families to do so.</p> <p>To become involved in developing, implementing, evaluating, and revising the School /Family Compact.</p> <p>To participate in training provided on or off school grounds, on child rearing practices, teaching and learning strategies.</p>
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Principal’s Signature

Parent Signature

Date

(NOTE: The NCLB law does not require school personnel and parents to sign the School-Parent Compact. However, if the school and parents feel signing the School-Parent Compact will be helpful, signatures may be encouraged.)

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

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 into the submission form. For additional information, hold your cursor over the [i](#).

Part I: School ELL Profile

A. School Information [i](#)

Cluster Leader/Network Leader Margarita Nell	District 16	Borough Brooklyn	School Number 26
School Name Jesse owens School			

B. Language Allocation Policy Team Composition [i](#)

Principal Dr. Cynthia celestine, I.A.	Assistant Principal
Coach	Coach
ESL Teacher Iris Torres	Guidance Counselor Melanie Mills
Teacher/Subject Area type here	Parent type here
Teacher/Subject Area type here	Parent Coordinator Marta Torres
Related Service Provider type here	Other Marie Bennett, IEP Teacher
Network Leader Margarita Nell	Other type here

C. Teacher Qualifications [i](#)

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 education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	1	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	303	Total Number of ELLs	19	ELLs as share of total student population (%)	6.27%
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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. 

When parents come to register their children at our school they are given a Home Language Survey (HLIS) to complete indicating the language that is spoken at home. Translated versions of the Home Language Surveys in 9 different languages are available and provided to parents who need them. At the beginning of every school year our ESL teacher provides assistance for a few days to parents during registration with the completion of the Home language Surveys and oral Spanish translation.

Our ESL teacher revises all the Home Language Surveys completed by parents to make sure that all questions were answered and the surveys were signed. The teacher determines if a new entrant student into the school system is eligible to be tested to determine entitlement to receive Bilingual/ESL services by looking at the responses given by parents and following the criteria to determine eligibility. Once students are identified to be tested with the LAB-R test, they are tested within ten days of enrollment in the school. Entitlement letters, parent’s brochures, and program selection forms along with an invitation to attend a Parent Orientation at the school are sent to parents of those students who score at or below the cut off scores for proficiency in the LAB-R and are entitled to receive services for ELLS.

During Parent orientation meetings for newly arrived English Language Learners parents are provided with oral and written information in their native languages about the programs for English Language Learners offered in New York City by the Department of Education, and the program available in the school and other schools within the district or nearby districts. Parents also have the opportunity to ask questions before they complete the Program Selection Forms and decide which program they think will be the best one for their children. Our ESL teacher makes every effort to ensure that parents receive the information, attend the orientation meetings, and returned and/or complete the Program Selection Forms by making telephone calls reminding parents of the meetings, offering alternate days and times to accommodate parents who are not able to attend the scheduled meetings, and/or having telephone conferences with parents. After reviewing the Parent Surveys and Program selection Forms for the past three years the parents of fifteen newly arrived ELLS who attended our parents orientation meetings chose the English as a Second Language program available at the school as the program of their choice.

Parents of English Language Learners in the ESL program for more than one year also have the opportunity to ask questions or request information about the different programs during parent meetings hosted by the ESL teacher throughout the school year before they decide what continuation of services program they would like for their children for the current or next school year.

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*

This school offers (check all that apply):

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

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. Departmentalized schools (e.g., high school) may use the self-contained row.

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	19	Newcomers (ELLs receiving service 0-3 years)	17	Special Education	2
SIFE	0	ELLs receiving service 4-6 years	2	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
Dual Language											0
ESL	17		1	2		1					19
Total	17	0	1	2	0	1	0	0	0		19

Number of ELLs in a TBE program who are in alternate placement: 0

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

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
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	
	EL L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	Hispanic/Latino:
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	5	3	3	2	2									15
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic	1				1									2
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other					1	1								2
TOTAL	6	3	3	2	4	1	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 ensure that ELLs are appropriately evaluated in their native languages?
5. 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).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic

A. Programming and Scheduling Information

content areas and accelerate English language development?

7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

Our ESL program consists of a pull-out model for all the grades. Students are grouped according to age, grade, and when the need arises by level of language proficiency.

For the school year 2011-2012 a total of nineteen English Language Learners are receiving English as a Second Language instruction. There are no students with interrupted Formal Education (SIFE) and long term ELLS currently enrolled at P.S. 26. One English Language Learner is in Special Education. There are seventeen Newcomers who have been receiving ESL services from 0-3 years and two students for 4 years.

There are five Spanish and one Arabic speaker in Kindergarten and three Spanish speakers in first grade. Three Spanish speakers ELLS in second grade. Two Spanish speakers ELLS in third grade. Two Spanish speakers ELLS in fourth grade, one Arabic speaker, and one Wolof speaker. One Wolof speaker in fifth grade.

English Language Learners receive the mandated 360 minutes of instruction weekly for the beginning and intermediate levels and 180 minutes weekly for ELLs at the advanced level of language proficiency.

Our school doesn't have any SIFE or long term students at the present time. However, in the event that we get SIFE students our plan is to provide them with Native Language Arts instruction for Spanish speakers students by our Bilingual/ESL teacher for at least a year as they acquire the English Language. As well as after school programs, online programs, extended day instruction, and Academic Intervention Services.

Long term English Language Learners will be provided with after school programs, Academic Intervention Services, extended day instruction, intensive vocabulary ESL instruction and individualized intervention plans.

English Language Learners with less than 3 years in the school are provided with ESL instruction geared to develop their Basic Interpersonal Communication (BICS) and Cognitive Academic Language Skills (CALP), small group instruction in the regular classroom using scaffolding strategies for ELLS, the use of language software, Academic Intervention Services, and after school programs.

English Language Learners identified as having special needs receive instruction modified and adapted to the short and long term goals indicated in their Individualized Educational Plans (IEPS).

English Language Learners who achieved proficiency on the NYSESLAT continue to receive transitional ESL instruction and Academic Intervention Services as long as they needed especially on the testing grades.

English language Learners receive ESL instruction in reading and writing following the Teachers college units of study using scaffolding strategies for ELLS. The ESL teacher also uses the following supplementary instructional materials to provide additional support:

A. Programming and Scheduling Information

- * Language/vocabulary cards for ELLS in the JOURNEYS research based literacy program
- Let’s Sing About It program in shared/guided reading with the ELLS students in Kindergarten, first and second grades.
- Phonics and Friends with the Kindergarten and first grade ELLS.
- SRA Reading Laboratory with ELLS in grades 3-5.
- Listening, Speaking, Reading, writing, and content areas ESL instruction using the Into English Program which follows an instructional path of language builders where students are exposed to songs, chants, and poetry. Acquisition of reading strategies and skills, language patterns, and fluency through literature designed for ELLS, and language through content where students acquire cognitive academic language skills in different content areas.
- Acquisition of grammar and writing skills through language mini-lessons and the Teachers College writing workshop.

English Language Learners who are literate in their native languages receive native language support by providing them with bilingual books, bilingual dictionaries, glossaries, cognates, and computer software.

Courses Taught in Languages Other than English ⓘ

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts				
Social Studies:				
Math:				
Science:				

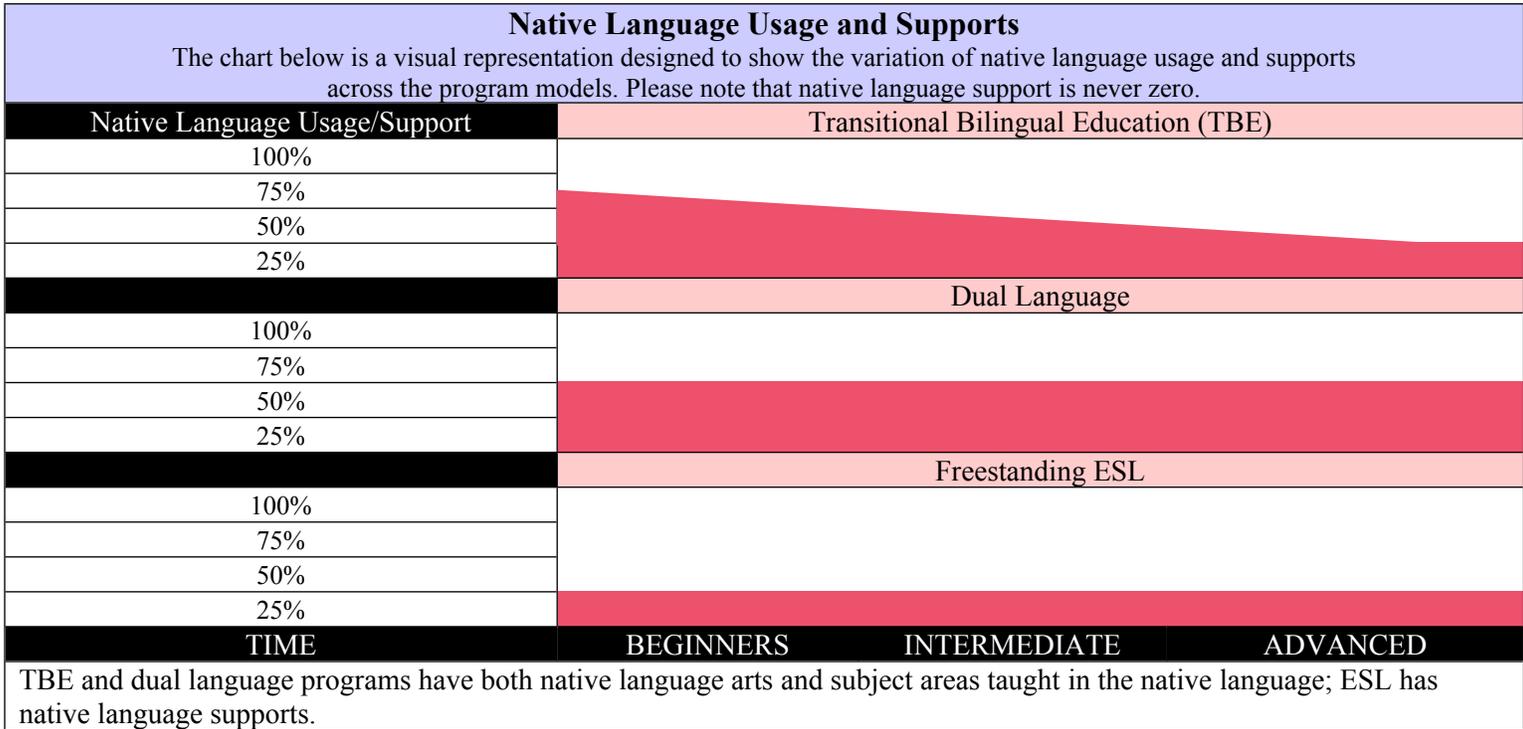
NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

	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



B. Programming and Scheduling Information--Continued

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

Beginning and intermediate ELLs receive Academic Intervention Services in ELA and math, small group instruction in the classroom, push-in Title 1 math, and tutoring in science for the testing grade.

English Language Learners who achieved proficiency on the NYSESLAT continue to receive transitional ESL instruction and Academic Intervention Services as long as they needed especially on the testing grades.

For the upcoming school year the ESL teacher will be purchasing materials for vocabulary development for the intermediate and advanced ELLs.

English Language Learners have the opportunity to participate in the Xposure after school program, violin and chess both during school hours and after school.

B. Programming and Scheduling Information--Continued

8. 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.
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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.

The ESL teacher maintains constant articulation with the classroom teachers to reinforce what the students are learning in the regular classroom and provide them with ideas/suggestions about ESL techniques that they can incorporate in their planning of mini-lessons and scaffolding strategies for the ESL students in their guided small group instruction.

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?

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?

The school host many informative workshops throughout the school year that would provide parents with information or skills they might need especially during emergencies such as fire safety, Asthma, CPR.

The school has also implemented literacy, math, and assessment workshops not to only inform the parents about the progress their children are making but also to provide them with resources and strategies that they can use to help their children at home.

Many events take place during the school year such as math night, publishing parties, school spirit week, Hispanic Heritage Food Tasting, Multicultural Feast, movie night, dances, etc. During the different events parents have the opportunity to participate as a community, feel welcome in the school, and take a more active role not only on the events taking place at the school but also in their children education.

Since our ELL population consists primarily of Spanish Speakers the following procedures have been implemented to keep Hispanic parents informed:

- Letters, handouts, parents calendars, and reminders about events, workshops, and meetings are translated by our fluent Spanish Bilingual/ESL teacher.
- Simultaneous oral translation using transmitters during P.T.A. meetings, Parent Teacher conferences, and workshops.

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)	2	2		2	2									8
Intermediate(I)		1				1								2
Advanced (A)	4		3		2									9
Total	6	3	3	2	4	1	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				1									
	I													
	A	1	2											
	P	1	1		3	1								

NYSESLAT Modality Analysis

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

NYS ELA

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

NYS Science

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

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
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 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights 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?
 - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

Our school uses ECLAS-2, Fountas and pinnell, DRA, TCRWP, DIBELS to assess the early literacy skills of our ELLS. The information gathered from these assessments assist the teachers on placing the students on the appropriate independent, instructional and guided reading levels to group the students and provide intervention strategies during small group instruction during the reading and writing workshops. During the Fall 2011 administration of the Language Assessment Battery Test (LAB-R) four students in Kindergarten scored at the proficient level, three at the advanced level, and three at the beginning level. One student in first grade scored at the proficient level and

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

School Name: Jesse Owens School

School DBN: 16K026

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Dr. Cynthia Celestine, I.A.	Principal		
	Assistant Principal		
Marta Torres	Parent Coordinator		
Iris Torres	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
Marie Bennett	Other <u>IEP Teacher</u>		
	Other		
	Other		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: **16K026** School Name: **Jesse Owens/P.S. 26**

Cluster: Network: **612**

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.

Interviews are conducted by the ESL teacher with all incoming ESL or ELL families. This interview is used to assess language translation needs in the home. Our ESL teacher meets with parents and guardians to determine language and communication needs. Our Parent Coordinator is bilingual and meets the parents in a language they can understand as well as supply them with information such as parent letters and calendar in same language.

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

Principal notifies teachers of staff members who can serve as translators for notices, parent-teacher conferences and phone conferences. Notices about the DOE interpretation services are posted in the teachers' lounge.

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.

Translation services will be provided primarily by our ESL Teacher, a bilingual Parent Coordinator, a bilingual school aide, and parent volunteers.

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.

Our primary verbal services will be the interpretation for large group meetings, one on one conferences and telephone communication.

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 will be notified in writing via translation service notice with information translated in all current languages.