



**Department of
Education**

Dennis M. Walcott, Chancellor



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

SCHOOL NAME : P.S. 26 – THE CARTERET SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 31R026

PRINCIPAL: LAURA M. KUMP EMAIL: LKUMP@SCHOOLS.NYC.GOV

SUPERINTENDENT: ERMINIA CLAUDIO

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
Laura M. Kump	*Principal or Designee	
Florence Rubino	*UFT Chapter Leader or Designee	
Rosemary Kempton	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Muriel Timari	Member/Teacher	
Carolyn Bradley	Member/Teacher	
Eileen DeWaters	Member/Teacher	
Kim Modzelewski	Member/Parent	

Jennifer Lipari	Member/Parent	
Jamie Walters	Member/Parents	
Martha Gomez	Member/Parents	

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

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2012, there will be a minimum of a 5% increase of students achieving Level 4 on the New York State English Language Arts assessment.

Comprehensive needs assessment

Based on the 2011 NYS ELA performance for grades 3-5, data showed that 0 students achieved Level 4. In looking deeper at the data, we identified students who just missed the cut scores for Level 4. Looking at the whole school, we need to better address the needs of our high achieving students to ensure that they are receiving rigorous, cognitively challenging tasks that enrich their learning. Teacher teams will target instructional planning to address this group of students. Skills that we have identified as target areas through an Item Skills Analysis of the NYS ELA exam, and classroom work samples are clustered in the area of comprehension. Specifically,

- Drawing conclusions and making inferences about events and characters.
- Identifying themes using specific evidence from stories and text.
- Interpretation of text.

Instructional strategies/activities

The target group of students will be students who performed at a high level 3 on the 2011 NYS ELA Assessment in grades 3 – 5. We seek to increase the target group's performance in literacy through creation of Inquiry Based Instructional units that meet the expectations of Common Core Standards. This goal will be achieved by teacher team planning effective instruction:

- By planning small group and differentiated instruction within the Reading and Writing Workshops.
- Creation of Extended Day Enrichment groups to cognitively challenge high achieving students.
- Teachers will plan strategy and guided instruction; planning focused goals 3x a year and utilizing resources in Acuity designed to individual needs.
- Teachers received professional development from Literacy Support Services in August 2011 on Inquiry Based Instruction.
- Teachers will receive ongoing professional development from Principal and Instructional Coach on creation of Inquiry Based

curriculum units of study.

- Curriculum maps will be designed and developed using Common Core Standards and current New York State Standards.
- Teachers will receive professional development from Principal and Instructional Coach on elements of rigorous instruction.
- Teachers will receive professional development from Principal and Instructional Coach on using Depth of Knowledge (DOK) Levels when planning instructional activities.
- Teachers will receive professional development from Stephanie Harvey Consultants on best practices for literacy instruction in Inquiry Based units.
- Teachers will examine student work samples in order to continue the inquiry cycle making future instructional adjustments.

Strategies to increase parental involvement

- Parent Teacher conferences (2x a year), School Leadership, PTA and Title 1 meetings.
- Extended day goals for students (3x a year)
- Monthly curriculum newsletters, PS 26 website on eChalk updating information on homework and upcoming events
- PS 26 school goals for 2011-2012
- Informational workshops for parents on curriculum units and school goals.
- Workshops on Common Core State Standards
- PTA newsletters; school phone messenger system
- ARIS parent website

Strategies for attracting Highly Qualified Teachers (HQT)

All PS 26 teachers are highly qualified. We continue to meet this goal by providing differentiated Professional Development in an ongoing basis. Specifically,

- Full time Instructional Coach works with teachers in and out of classroom
- Faculty conferences (1x a month)
- Grade conferences (1x a month)
- Unit planning meetings with Instructional Coach and Principal
- Peer intervisitations
- Consultants – Literacy Support Services, Stephanie Harvey and Core Knowledge, Inc.
- CFN 609 PD opportunities, ongoing throughout the year
- Professional goal for each teacher using Danielson framework
- Feedback through walkthroughs and observations
- Annual survey for professional development opportunities.

Service and program coordination

- PS 26 offers programs in antiviolenace and bullying throughout the year. These programs are coordinated by the Guidance Counselor and Classroom Teachers, as well as through school wide assembly programs.
- As part of our programs for antiviolenace and bullying we have students working on community service projects throughout the year. These projects involve literacy activities, and provide the opportunity for our high achieving students to go deeper with curriculum. During Extended Day Enrichment students work on community service projects.

Budget and resources alignment

As a Title I School-wide program school, Conceptual Consolidation will allow us to combine Federal and local funds such as fair Student Funding (Tax Levy), Title I Funds to implement this action plan to target from September 2011 – June 2012. Additionally, funds from TL Translation Services and SI Foundation Grant will be used to support instructional initiatives.

ANNUAL GOAL #2 AND ACTION PLAN

Annual Goal #2

By June 2012, 10% of students in Grades 3, 4 and 5 will improve two reading levels as measured by Teachers College Reading Assessment Pro.

Comprehensive needs assessment

On the Learning Environment survey, 46% of our parents indicated that they did not communicate with teachers on a regular basis about their child's academic progress. We seek to increase student achievement by increasing parent/guardian awareness of school curriculum. On the 2010-2011 ELA, 62.8% of students in Grades 3 – 5 scored proficient. There is correlation between independent reading levels and outcomes on the NYS ELA exam. Students who are reading at benchmark, or above have a greater chance of scoring proficient on the NYS ELA exams. Analysis of the data for our school indicated that 46% of students across grades were clustered at Level 2 on the Teachers College benchmark for Independent Reading Levels. Development of parental knowledge of curriculum would expose the need for children to read on a regular basis at home. This knowledge of the school's instructional program will ultimately raise their children's achievement level through enabling them to support the work we are doing at school.

Instructional strategies/activities

- Teachers will analyze Teachers College Assessment results to identify students reading below benchmark. (ongoing)
- Teachers will monitor progress of students four times a year and plan small group and differentiated instruction within the Reading and Writing Workshops as well as Extended Day time.
- Teachers will continually monitor progress through assessment during conferences, strategy groups and guided groups.
- Teacher will plan effective instruction to build student independence through use of instructional read alouds and leveled text.
- Response to Intervention – teachers will provide tier 2 interventions using strategy and guided reading groups, ESL strategies (ELL students) and Mondo Oral Language program (AIS, SETTS).
- Through Inquiry teacher team meetings, teachers will establish goals for students (3x a year). They will make effective decisions to help students meet, or exceed these goals by looking at student work and planning instruction to meet identified needs.

Strategies to increase parental involvement

- We seek to increase student achievement through an increase of parent/guardian understanding of school curriculum in order to support their child's learning.
- Teachers will create and maintain a webpage for their class during 2011-2012 school-year.
- One teacher team meeting per month will be designated as the day to update the webpage with current curriculum unit information.
- School funds used to purchase eChalk website hosting for one year.
- Professional development to all staff on maximizing use of features of website to communicate with parents.
- Instructional team planning ongoing parent curriculum workshops. (1-2 per month)
- Monthly curriculum newsletters for each grade.
- Parent Teacher conferences (2x a year), School Leadership, PTA and Title 1 meetings.
- Extended day goals for students (3x a year)

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- Peer intervisitations
- Consultants – Literacy Support Services, Stephanie Harvey and Core Knowledge, Inc.
- CFN 609 PD opportunities, ongoing throughout the year
- Professional goal for each teacher using Danielson framework
- Feedback through walkthroughs and observations
- Annual survey for professional development opportunities.

Service and program coordination

- PS 26 offers programs in antiviolence and bullying throughout the year. These programs are coordinated by the Guidance Counselor and Classroom Teachers, as well as through school wide assembly programs.

Budget and resources alignment

As a Title I School-wide program school, Conceptual Consolidation will allow us to combine Federal and local funds such as fair Student Funding (Tax Levy), Title I Funds to implement this action plan to target from September 2011 – June 2012. Additionally, funds from TL Translation Services and SI Foundation Grant will be used to support instructional initiatives.

ANNUAL GOAL #3 AND ACTION PLAN

Annual Goal #3

100% of teachers will work together to create rigorous literacy and math performance tasks in alignment with Common Core Standards embedded in instructional units. By June 2012, 60% of students will demonstrate proficiency or higher, as measured by the CCLS rubric on a Common Core performance based task embedded in a curriculum unit.

Comprehensive needs assessment

Based on the 2011 NYS ELA performance for grades 3-5, data showed that only 62.8% of our students scored in the proficient range. In Mathematics 81% of our students scored in the proficient range. In ELA, further data analysis revealed that 0 students achieved Level 4. Looking at the whole school, we need to better address the needs of our students to ensure that they are receiving rigorous, cognitively challenging tasks that enrich their learning. Teacher teams analyzed the school's curriculum maps and found areas of weakness. All performance tasks need to be updated to reflect the Common Core Standards.

Instructional strategies/activities

- In teacher teams, teachers on each grade will analyze student work samples in reading, writing and math to create action plans for curriculum revisions needed to reach performance expectations of Common Core Standards.
- Teacher teams will meet every Thursday afternoon during Extended Day Inquiry Meeting time.
- Curriculum maps will be developed throughout the year to include specific performance tasks designed to engage all students in at least one literacy task and one math task aligned to Common Core Standards.
- Instructional Team will meet once per week to analyze student work samples in order to create the cycle of inquiry and make additional instructional recommendations for specific groups of students. Feedback will be provided to teachers during monthly Grade Conference meetings.
- Classroom teachers will create differentiated activities based on analysis of student work, and Instructional Team feedback to support student growth.
- Curriculum maps will be designed and developed using Common Core Standards and current New York State Standards.
- Teachers will receive professional development from Principal and Instructional Coach on elements of rigorous instruction.
- Teachers will receive professional development from Principal and Instructional Coach on using Depth of Knowledge (DOK) Levels when planning instructional activities.
- Ongoing support provided by Instructional Coach to all teachers.

Strategies to increase parental involvement

- Parent Teacher conferences (2x a year), School Leadership, PTA and Title 1 meetings.
- Extended day goals for students (3x a year)
- Monthly curriculum newsletters, PS 26 website on eChalk updating information on homework and upcoming events
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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	-0-	-0-	N/A	N/A	1	-0-	-0-	-0-
1	18	18	N/A	N/A	1	-0-	-0-	-0-
2	16	16	N/A	N/A	-0-	-0-	-0-	-0-
3	21	21	N/A	N/A	4	-0-	-0-	2
4	19	19	19	19	-0-	-0-	-0-	3
5	18	18	18	18	2	-0-	-0-	2
6								
7								
8								
9								
10								
11								
12								

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
ELA	<p>Data driven instruction during the school day/extended day time. Small groups and individual instruction provided during the school day/extended time. Core Knowledge, Kaplan, Acuity, Hooked on Phonics, Great Leaps, and Raz Kids are used during the school day and extended day time.</p>
Mathematics	<p>Data driven instruction. Small groups and individual instruction provided the school day/extended day. Use of Acuity, Kaplan, Everyday Mathematics, and Investigations is used during the school day and extended day time.</p>
Science	<p>Core Knowledge reading in content area during the school day/ extended day time.</p>
Social Studies	<p>Core Knowledge reading in content area during the school day/ extended day time.</p>
At-risk Services provided by the Guidance Counselor	<p>Student is referred to counselor by teacher, parent, and or other staff to receive short term counseling. One on one for thirty minutes after parental consent is given in writing during the school day. (Lunch) Individual counseling based on students individualized needs.</p>
At-risk Services provided by the School Psychologist	<p>N/A</p>
At-risk Services provided by the Social Worker	<p>N/A</p>

At-risk Health-related Services

**Small group during the school day. Hands on activities.
Open Air Way Program is for five weeks. It is provided during the school day**

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. Our school will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote

parent involvement, including family literacy and parenting skills;

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

Our school will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;

- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

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.

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

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

- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

**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 [?](#).

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Debra Van Nostrand	District 31	Borough Staten Island	School Number 026
School Name The Carteret School			

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

Principal Laura Kump	Assistant Principal type here
Coach type here	Coach type here
ESL Teacher Jessica D'Esposito	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

C. 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 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	0	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	145	Total Number of ELLs	13	ELLs as share of total student population (%)	8.97%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

1.a.-b. 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. If necessary, she is able to speak to parents in Spanish. 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.

2. After a student has been identified on the LAB-R as an ELL, parents are notified within 10 days. In order to make sure that parents understand the three program choices, we conduct a parent orientation. Before we conduct the orientation, we send out the entitlement letters and a program brochure for the parents. The brochure explains the three program choices that parents can choose from. These materials are sent home with the students. They are available in the home language. The orientation is conducted by the ESL Teacher and the Parent Coordinator is also available at the meeting.

3. 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.

4. When a parent chooses the ESL program, they are immediately placed in the program. If a parent chooses a program that is not available in our school, we try to find another school with that program. We communicate this information with parentes personally over the phone. 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. We provide entitlement letters to the parents and every fall the entitled students and their parents receive continued entitlement letters. We store both the entitlement and continued entitlement letters in the ESL binder. These letters are sent home in the parent's preferred language. We keep a copy of the these letters for the ELL Binder.

5. The trend of the program most parents choose is the ESL program. For example, the two out of three new ELL parents from the

2010-2011 school year, 4 out of the 6 newly enrolled students chose the ESL program. For the 2011-2012 school year, the two new students chose the ESL program. 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.

6. The program model that parents have chosen is offered at our school. Many of our parents select the ESL Program. 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 would 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●

This school offers (check all that apply):

Transitional bilingual education program	Yes●	No*	If yes, indicate language(s):
Dual language program	Yes●	No*	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														To
	K	1	2	3	4	5	6	7	8	9	10	11	12	t #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained														0
Push-In	2	2	0	2	2	2								10
Total	2	2	0	2	2	2	0	0	0	0	0	0	0	10

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	13	Newcomers (ELLs receiving service 0-3 years)	9	Special Education	2
SIFE	0	ELLs receiving service 4-6 years	4	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. [i](#)

ELLs by Subgroups

	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	9		1	4		1				13
Total	9	0	1	4	0	1	0	0	0	13

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	
	EL	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	2	2		2	2	1								9
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish		1												1
Albanian				1										1
Other					1	1							P.S	2
TOTAL	2	3	0	3	3	2	0	13						

Part IV: ELL Programming

A. Programming and Scheduling Information

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 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?

1. 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 and Grade one pull-out group. The other pull-out group is Grade Three to Grade Five.

2. 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. Advanced students receive four periods of 45 minutes of ESL instruction per week. Intermediate and beginning students receive eight periods of 45 minutes of ESL instruction per week.

3. Content is delivered through thematic units within the the ESL program during pull-out groups. Content is also delivered through push-in ESL groups. The language used is English. Native language is provided through use of bilingual books along with bilingual glossaries and dictionaries. Some of the methods used are turn and talk, shared reading, and vocabulary development.

4. We use the Spanish LAB to make sure that those students who speak Spanish are appropriately evaluated. If there is ever a question of an ELL's special needs, a bilingual evaluation is done.

5. 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 at-risk services by a certified teacher and extended day. Our school will not have long term ELL's as students in our school only attend for six years from kindergarten through fifth grade.

6. The teachers of SWDs currently use the Core Knowledge Program. This is a program that allows students to gain the reading and writing skills they need as well as giving students a focus on language and grammar.

7. The school uses scheduling flexibility for ELL-SWDs within the the ESL program. These students are grouped with general education students during pull-out ESL groups.

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

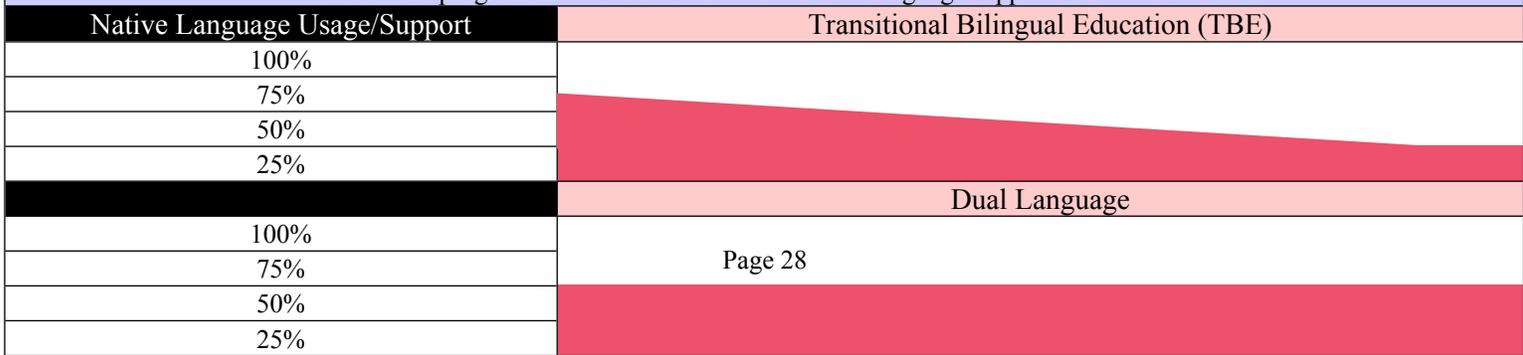
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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

Native Language Usage and Supports

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



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?

8. Our targeted instruction for ELL students in ELA, Math and other content areas include At Risk services from the SETTS teacher and Extended Day services. These services are offered in English. We also make sure that there is at least one push-in period per week of ESL in the content areas to help students with their vocabulary development.

9. 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. These students will also be monitored by the ESL Teacher during push-in periods. If needed, at risk services 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.

10. This year our school has a new Program, The Leader in Me. This program is school wide and is aimed to help all students. It will specifically help ELL's by improving their leadership skills in decision making and improving their speaking and listening skills. The core knowledge program is moving up to third grade this year. This will help build ELL's literacy skills as well as increase their background knowledge as it targets different areas of science and social studies.

11. We have no programs that will be discontinued.

12. ELL's are invited to participate in all school programs. This year we will offer chorus for third and fourth graders. Third grade will learn how to play the recorder. ELL's will be participating in these supplemental programs.

13. Within the ESL program, "On Our Way To English" by Rigby is a series with guided reading books, shared reading books and charts that is used to support language acquisition. The National Geographic series as presented by the Response to Intervention workshops is also used. Within the classrooms, students have access to netbooks and a smart board. These are used to supplement lessons with pictures, videos, and activities. For Math, ELL's have their Everyday Math Materials that include journals, reference books, and Math manipulatives. Lower grades are using the Math Program "Investigations" which has a stronger focus on problem solving to promote math and literacy. 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 Three 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.

14. 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.

15. The required services and resources support and correspond to ELL's age and grade. We use materials for ELL's that provide the curriculum and scaffold it to meet their needs.

16. We currently do not have programs for students before the beginning of the school year.

17. There are no language electives offered in our 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.
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?

8. Our targeted instruction for ELL students in ELA, Math and other content areas include At Risk services from the SETTS teacher and Extended Day services. These services are offered in English. We also make sure that there is at least one push-in period per week of ESL in the content areas to help students with their vocabulary development.

9. 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. These students will also be monitored by the ESL Teacher during push-in periods. If needed, at risk services 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.

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12. ELL's are invited to participate in all school programs. This year we will offer chorus for third and fourth graders. Third grade will learn how to play the recorder. ELL's will be participating in these supplemental programs.

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14. 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.

15. The required services and resources support and correspond to ELL's age and grade. We use materials for ELL's that provide the curriculum and scaffold it to meet their needs.

16. We currently do not have programs for students before the beginning of the school year.

17. There are no language electives offered in our school.

B. Programming and Scheduling Information--Continued

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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.
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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?

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12. ELL's are invited to participate in all school programs. This year we will offer chorus for third and fourth graders. Third grade will learn how to play the recorder. ELL's will be participating in these supplemental programs.

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14. 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.

15. The required services and resources support and correspond to ELL's age and grade. We use materials for ELL's that provide the curriculum and scaffold it to meet their needs.

16. We currently do not have programs for students before the beginning of the school year.

17. There are no language electives offered in our school.

3. We evaluate parent needs by using our school progress report. Our school has also sent out informal surveys to all parents to see what their needs are. We then see what areas parents have felt the school needs improvements.

E. Parental Involvement

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

1. 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. This year we also have a parent meeting about how to speak to the child's teacher during Parent Teacher Conferences. 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 (the ESL teacher and parent Coordinator) speak with parents on their language needs. Parents fill out the student's information cards with their language preference, we also speak with parents to verify their language needs. We discuss the language they would like to be contacted in over the phone as well as in writing.

2. Currently, we do not have any Community Based Organizations working with our school.

3. We evaluate parent needs by using our school progress report. Our school has also sent out informal surveys to all parents to see what their needs are. We then see what areas parents have felt the school needs improvements.

4. We are looking for ways to create parental involvement that meet the needs of parents, such as better communication. We have a new school website called e-chalk where teachers can post information on their class that is available for parents 24/7.

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)?

D. Professional Development and Support for School Staff

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

1. This year training for ELL teachers include training on "juicy words" and "sensational sentences". This training is being provided by our CFN Network. This information will be turnkeyed to all staff during available professional development time throughout the year. Other trainings include work with consultants on the inquiry process as well as the Core Knowledge program that is being used in our school.

2. 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.

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3. To meet the mandated training for all ELL staff, we will turnkey the information provided at ELL training for all teachers during our teacher team meetings. The log of Professional Development is kept in the ELL binder. The Teachers' names along with number of hours are logged in this binder.

E. Parental Involvement

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

1. 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. This year we also have a parent meeting about how to speak to the child's teacher during Parent Teacher Conferences. 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 (the ESL teacher and parent Coordinator) speak with parents on their language needs. Parents fill out the student's information cards with their language preference, we also speak with parents to verify their language needs. We discuss the language they would like to be contacted in over the phone as well as in writing.

2. Currently, we do not have any Community Based Organizations working with our school.

3. We evaluate parent needs by using our school progress report. Our school has also sent out informal surveys to all parents to see what their needs are. We then see what areas parents have felt the school needs improvements.

4. We are looking for ways to create parental involvement that meet the needs of parents, such as better communication. We have a new school website called e-chalk where teachers can post information on their class that is available for parents 24/7.

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)		3												3
Intermediate(I)				1	1	1								3
Advanced (A)	2			2	2	1								7
Total	2	3	0	3	3	2	0	0	0	0	0	0	0	13

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				1								
	A	1		2		1	4							
	P	1	1	1	2	2								
READING/ WRITING	B	3												
	I			1	1	1	2							
	A			2	1	2	2							
	P		1			1								

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3		1	1		2
4	1	2			3
5	3	1			4
6					0
7					0

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

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

1. 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 levels for all students to determine their reading instruction. This data will be used to determine what students

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?

Additional Information

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Paste additional information here

Part VI: LAP Assurances

School Name: PS 26

School DBN: 31R026

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Laura Kump	Principal		11/29/11

School Name: PS 26

School DBN: 31R026

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
Jessica D'Esposito	ESL Teacher		11/29/11
	Parent		1/1/01
Muriel Timari	Teacher/Subject Area		11/29/11
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 31R026 **School Name:** Carteret School

Cluster: 6 **Network:** 609

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 reviewed for language used by parents and ELL students to receive communications in both English and their home language. 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. The Parent Coordinator follows up with families to make sure that their needs are being met.

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.

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 compiled by the Parent Coordinator. Instructions for contacting the Translation and Interpretation unit have been distributed.

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. 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 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.