



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2012-2013  
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	*Principal or Designee	
Patricia Brown	*UFT Chapter Leader or Designee	
Marta Torres	*PA/PTA President or Designated Co-President	
Debra Ellison	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	
Keisha Richardson	Member/UFT	
Andrea Castellano	Member/UFT	
Sharay Williams	Member/UFT	
Yolanda Hawkins	Member/PTA/Co -President	
Lynette Turner	Member/Parent	
Janis Barnes	Member/PTA	
Yvonne Forsythe,	Member/PTA	
Stan Morse	Member/Parent	

\*\* Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

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

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

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

### **WHICH SCHOOLS NEED TO COMPLETE THIS?**

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

### **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 coordinated with 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 aligned with the current citywide instructional expectations.
- 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 use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, 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.

## ANNUAL GOAL #1 AND ACTION PLAN

### **Annual Goal #1**

- To enhance the volume and quality 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 two literacy tasks 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 on the Pre and Post-assessments of the Literacy units in the content area of Social Studies and Science using a common rubric aligned to the Core Curriculum Standards.

### **Comprehensive needs assessment**

- Over the past two years students have performed below 50% on the New York State English Language Arts Assessment. In 2012 student showed minimal gains of 1.2 %. 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 and close gaps.

### **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 Consultant for professional learning sessions to enhance the teaching of responding to informational/explanatory writing
- Publishing parties to encourage writing
- MClass will be used to monitor and provide performance level tasks for individual students

### **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
- Parent monthly Newsletters and Calendars of school activities

**Budget and resources alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy     Title I    \_\_\_\_\_ Title IIA    \_\_\_\_\_ Title III    \_\_\_\_\_ Grants    \_\_\_\_\_ Other

- 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.

**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.
- Saturday Academy – to provide small group instruction to targeted students

## ANNUAL GOAL #2 AND ACTION PLAN

### **Annual Goal #2**

- Improve the progress of all students with a focus on the sub groups – English Language Learners and Students with Disabilities in the areas of English Language Arts and Mathematics. The pre- and post-assessments on the Literacy and Mathematics Units will be compared in order to show student growth.

### **Comprehensive needs assessment**

- The Progress Report of 2011 – 2012 showed a 24.9 decline in student progress. Analyses showed that English Language Learners and Students with Disabilities were the groups most deficient in students' growth.

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) Intervention Plan for struggling students that scaffolds and shows student improvement overtime.
  - b) Response to Intervention Program with Progress Monitoring
  - c) Flexible instructional groups
  - d) Incorporate appropriately challenging Common Core aligned tasks (differentiation) to develop independent or self-directed study skills
  - e) Integrate basic skills and higher level thinking skills into the curriculum.
  - f) Monthly assessment aligned to the Common Core State Standards and simulating the NYS ELA and Math assessments
  - g) Book Clubs – Read alouds, discussions, written and oral responses two days a week

### **Strategies to increase parental involvement**

- Attend at least two sessions on the Common Core Standards facilitated by the AUSSIE Consultant
- Attend ARIS Parent Workshop
- Utilize Parent Communication folder as a means of communication between home and school.
- Math Workshops on the Common Core State Standards facilitated by Administration

**Budget and resources alignment**

• Indicate your school’s Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I

• Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy       Title I      \_\_\_\_\_ Title IIA      \_\_\_\_\_ Title III      \_\_\_\_\_ Grants      \_\_\_\_\_ Other

- Tax Levy Translation Services to pay per session to ESL teacher
- Title 1 SWP Translation to provide translation services for student testing
- Title 1 Translation Services to purchase books for ELL students
- TLFSF to purchase Educational Software for RTI and Progress monitoring

**Service and program coordination**

- Opportunities for grade team meetings at least three times a week to plan and discuss strategies that work, and look closely at students’ work
- Integrate multiple disciplines into area of study
- Emphasize Shared Reading and Close Reading in responding to non-fiction and complex texts

## ANNUAL GOAL #3 AND ACTION PLAN

### **Annual Goal #3**

- By June 2013, 100% of the pedagogical staff 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, write, 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 2011 - 2012 showed that student performance increased from 11.4 to 17.8 hence, supporting the importance of teacher effectiveness as an avenue to improve 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;
- 100% 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.
- Vertical and horizontal grade planning
- Articulation and planning between the Lead teachers and Instructional Leads in each curriculum area.

### **Strategies to increase parental involvement**

- Learning goals will be sent home for parents' review, input, and signature;
- Teachers, Parent Coordinator, Administrators, 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.

**Budget and resources alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy     Title I    \_\_\_\_\_ Title IIA    \_\_\_\_\_ Title III    \_\_\_\_\_ Grants    \_\_\_\_\_ Other

- Title I funds will be used to plan and execute in-house workshop;
- Title I 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.

**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.

**ANNUAL GOAL #4 AND ACTION PLAN**

**Annual Goal #4**

- The use of data to inform and differentiate instruction in a standard-based mathematics program and the completion of two Mathematics Instructional Tasks should result in an increase in math performance on the State Math Assessment. These activities will result in a minimum of a 2% increase in student performance on the State Assessment for 2012 - 2013.

**Comprehensive needs assessment**

- The NYS Assessment of 2011 – 2012 showed a decline in Mathematics score of 9.1. It is imperative for students to meet and exceed the Standards.

**Instructional strategies/activities**

- Students in Pre-K - 5 will complete two tasks 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 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 of students with disabilities, and parents of migratory children.
- Scheduled workshop for understanding the Common Core Curriculum in Mathematics.

**Budget and resources alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program(TAP)  Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy     Title I    \_\_\_\_\_ Title IIA    \_\_\_\_\_ Title III    \_\_\_\_\_ Grants    \_\_\_\_\_ Other

If other is selected describe here:

- 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.

**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.
- Violin Program supports student learning in playing and writing music. This is directly correlated to students' improvement in Mathematics

## ANNUAL GOAL #5 AND ACTION PLAN

### **Annual Goal #5**

- Continue to improve the level of home and school communication that will increase parent involvement in the academic progress of our students. 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. This increase will be measured by comparing the number of parents signature attending events such as Parent-Teacher Conference with the previous year.

### **Comprehensive needs assessment**

- Based on the NYC School Survey 2011 – 2012 Report, the parents’ responses to the question about opportunities to be involved in their child’s education increased by more than 25%. It is imperative to continue the improvement level of home and school communication and this in turn will enhance the number of parents involved in the academic progress of our students.
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### **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;

### **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.

### **Budget and resources alignment**

- Indicate your school’s Title I status:  School Wide Program (SWP)  Targeted Assistance Program(TAP)  Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy     Title I    \_\_\_\_\_ Title IIA    \_\_\_\_\_ Title III    \_\_\_\_\_ Grants    \_\_\_\_\_ Other

- Title I 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.

**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.

**ACADEMIC INTERVENTION SERVICES (AIS)**

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description			
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).	
ELA	Extended Day; Cluster teachers – AIS	Small group; push in /pull out model; small groups Small groups	3 x a week – before school During the school Day	
	Targeted Services – Enrichment Model Book Clubs - Read Alouds of various genres Medgar Evers College Reading Intervention SETSS	Across grades 3-5  Grade 1 At Risk students (One on One) Small group; one on one	Saturday Academy  2x a week- before school  Before and during school During the school day	
	Mathematics	Extended Day  Cluster teachers - AIS  SETSS	Small group  Push in /Pull out  Small group, one on one	3x a week – before school  During the school day  During the school day
	Science	Intervention teacher  Science teacher	Small groups/ one on one  Small group	During the school day  During the school day
Social Studies	Pull out/Push Program	Small group	During the school day	
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Push in/Pull out Program	Small group; one on one	During the school day	

### HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

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 by utilizing a framework for professional practice that meet the needs of novices and also enhance the skills of veteran teachers. Provide differentiated Professional Development and opportunities for inter and intra-visitations. 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 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.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING  
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies 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. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

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**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:
  - 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**  
**REQUIRED OF ALL SCHOOLS**  
**CAN BE LAST YEARS BUT MUST BE UPDATED**

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 2012 - 2013**

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 deal with communication issues between teachers and families through:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The Red Communication Folder</li> <li><input type="checkbox"/> Parent-teacher conferences at least annually</li> <li><input type="checkbox"/> Reports to parents on their children’s progress</li> <li><input type="checkbox"/> Reasonable access to staff and opportunities for observation of classroom activities.</li> </ul> <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,</p>	<p>To assist with his/her child with schoolwork; read for 15 to 30 minutes per day to Pre-kindergarten, Kindergarten and 1<sup>st</sup> 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 monitor his/her child’s:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> attendance at school</li> <li><input type="checkbox"/> homework completion</li> <li><input type="checkbox"/> amount of time spent reading</li> <li><input type="checkbox"/> amount of time spent watching television</li> </ul> <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</p>

<p><b>Curriculum Night, Curriculum Newsletters and professional development activities.</b></p> <p><b>To convene an annual meeting for Title I families to inform them of the Title I program and their right to be involved.</b></p> <p><b>To offer a flexible number of meetings at various times.</b></p> <p><b>To actively involve families in planning, reviewing and improving Title I programs and Parental Involvement Policies.</b></p> <p><b>To provide students and families with a Student Handbook that outlines school discipline policies.</b></p>	<p><b>Parent meetings and the Red Communication Folder.</b></p> <p><b>To actively participate in school improvement efforts, complete the annual Parent Survey and encourage other families to do so.</b></p> <p><b>To actively participate in school improvement efforts and encourage other families to do so.</b></p> <p><b>To become involved in developing, implementing, evaluating, and revising the School /Family Compact.</b></p> <p><b>To participate in training provided on or off school grounds, on child rearing practices, teaching and learning strategies.</b></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.)

**As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.**

**For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.**

**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 <b>Margarita Nell</b>	District <b>16</b>	Borough <b>Brooklyn</b>	School Number <b>26</b>
School Name <b>Jesse owens School</b>			

### B. Language Allocation Policy Team Composition

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

### 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	<b>1</b>	Number of certified bilingual teachers	<b>0</b>	Number of certified NLA/foreign language teachers	<b>0</b>
Number of content area teachers with bilingual extensions	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>	Number of teachers of ELLs without ESL/bilingual certification	<b>0</b>
Number of teachers who hold both a bilingual extension and ESL certification	<b>1</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>		

### D. School Demographics

Total number of students in school	<b>303</b>	Total Number of ELLs	<b>19</b>	ELLs as share of total student population (%)	<b>6.27%</b>
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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)

K  1  2  3  4  5

**This school offers (check all that apply):**

Transitional bilingual education program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	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 #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>														0
<b>Push-In</b>														0
<b>Total</b>	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
<b>Total</b>	<b>17</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>19</b>

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
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
<b>TOTAL</b>	<b>0</b>													

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
<b>TOTAL</b>	<b>0</b>																			

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	
<b>TOTAL</b>	<b>0</b>										

**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
<b>TOTAL</b>	<b>6</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>4</b>	<b>1</b>	<b>0</b>	<b>19</b>						

## 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:				

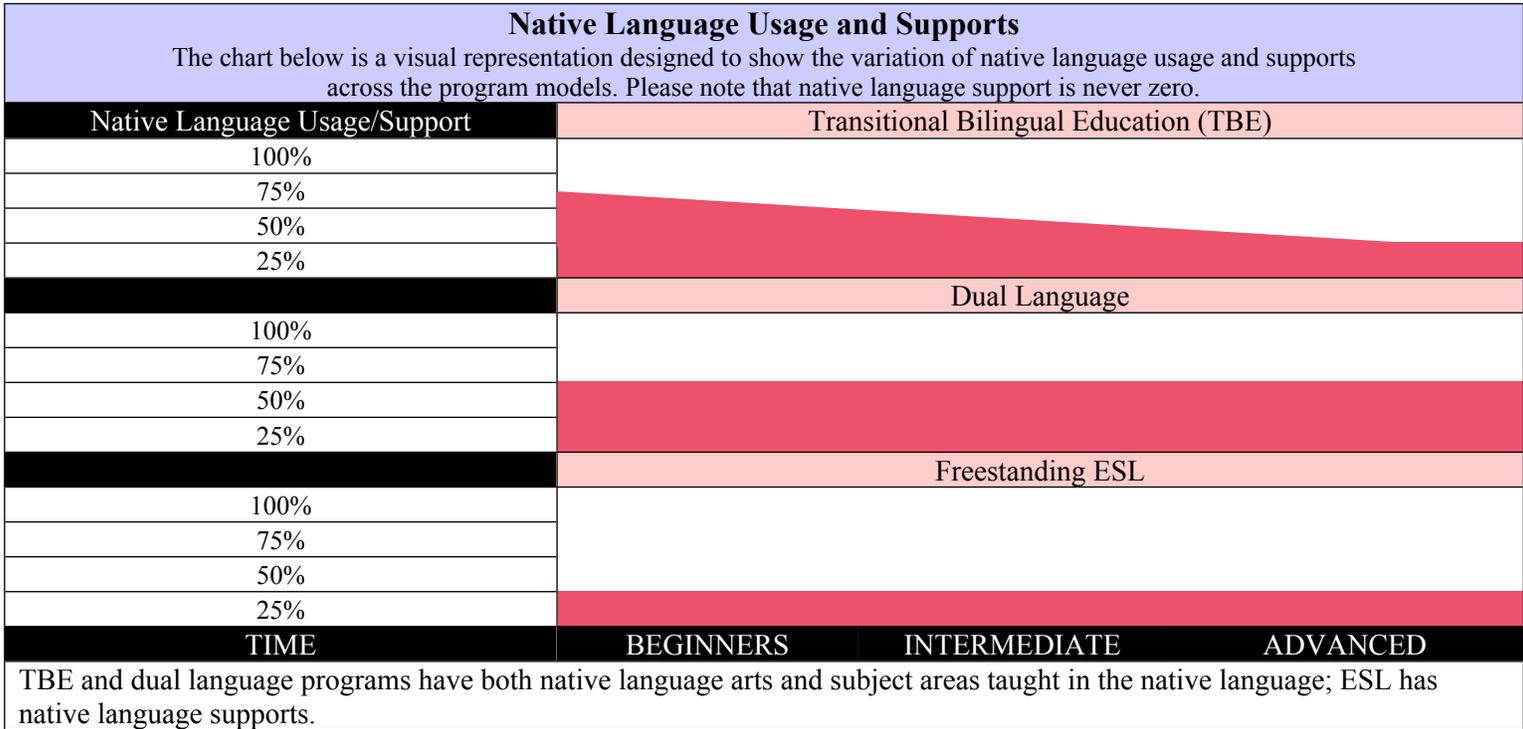
### NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

	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
<b>FOR TBE /DL PROGRAMS:</b> 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
<b>FOR TBE /DL PROGRAMS:</b> 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.

### 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?
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								
READING/ WRITING	B	1	1		2									
	I	1				1								

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
	<b>A</b>		2		2									
	<b>P</b>		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				
Integrated Algebra				
Geometry				

**New York State Regents Exam**

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

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

- 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.

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 one new arrival at the beginning level. Based on the Spring 2011 New York State Proficiency Test (NYSESLAT ) data four English Language Learners were tested in grades band K-1 and six English Language Learners were tested in grades band 2-4.

#### NYSESLAT Modality Analysis

##### Listening/Speaking

Grade 1- three level A, and one level P

Grade 3- three level P

Grade 4- two level P

Grade 5- one level A

##### Reading/Writing

Grade 1- one level B, one level I, and two level A

Grade 3- one level I, and two level A

Grade 4- two level A

Grade 5- one level I

NYSESLAT data is used to determine the levels of language proficiency achieved by the students in each modality and to drive ESL and differentiated instruction in the ESL classroom and the regular classroom.

Students who need additional support in the areas of reading and writing receive more English as a Second Language academic language instruction in these areas as they continue increasing their social language when they are pulled out for English as a Second Language instruction, small group guided reading and writing strategic lessons in the regular classroom with the classroom teacher during the reading and writing workshops.

Three ELLS took the ELA and Math standardized tests in third grade. Two scored level 2 on the ELA and one scored level 3. Two students scored level 3 on the math and one level 4. Three ELLS took the ELA in grade fourth. Two scored level 2 and one scored level 3. One scored level 2 in the math, one level 2, and one level 4. One student took the ELA and math in fifth grade. He scored level 2 in the ELA and level 3 on the math.

Three ELLS took the science test in fourth grade. Two scored level 2, and one level 3. The ELL in fifth grade took the social studies test and scored level 3.

The students who scored level 2 are receiving Academic Intervention Services, whole class and small group instruction in the classroom , after school program, Saturday academies, and content area English as a Second Language Instruction. The results of the ELA and Math Acuity Assessments are also analyzed and used by the classrooms and ESL teacher to guide the ELA and Math instruction of the English Language Learners and provide support in those areas they are having difficulties in.

Students who have scored proficient in the NYSESLAT continue receiving support from the ESL teacher in reading and writing to prepare them to take and score levels 3 and 4 on the English language Arts and Math tests. They also receive Academic Intervention service, small group instruction in the classroom, after school/Saturday Academies.

### **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**

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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

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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.