



- *Dennis M. Walcott, Chancellor*



## 2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

**SCHOOL NAME: P. S. 26 , THE RUFUS KING SCHOOL**

DBN : 26Q026

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SUPERINTENDENT: MRS. ANITA SAUNDERS

## 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
Dr. Dina Koski	*Principal or Designee	
Arthur Getzel	*UFT Chapter Leader or Designee	
	*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	
Dayna Brand	Member/	
Chrysanthe Georgatos	Member/	
Barbara Rubin	Member/	
Scott Weitzman	Member/	
Francis Santos	Member/	
Christine Suknanon	Member/	
Rita Friedman	Member/	

\*\* 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

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

### **Annual Goal #1**

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

- To improve student performance on the ELA exam and Math exam by a 5% increase in median aggregate growth percentile.

### **Comprehensive needs assessment**

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

- A comprehensive review of the 2011-2012 ELA data concluded that:
  - 74.1% of students scored a 3 or 4 on the 2012 NYS ELA Test, 25.9% of the students scored a 1 or 2 on the 2012 NYS ELA Test.
  - 4 students received a level 1. Of this number, 2 received special education services.
  - 58.3% of students in the lowest third made at least one year of progress.

A comprehensive review of the 2011-2012 Math data concluded that:

1. 84% of students scored a 3 or 4 on the 2012 NYS Math Test, 16% of the students scored a 1 or a 2 on the NYS Math Test.
  2. 2 students received a level 1. Of this number, 1 received special education services.
  3. 52.9% of students in the lowest third made at least one year of progress.
- Instruction is driven by the analysis of data from the school-wide Fountas & Pinnell Assessment System and formative and summative assessments.
  - Instruction is driven by the analysis from the results from the city-wide Acuity assessments.

### **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) strategies/activities that encompass the needs of identified student subgroups,
  - b) key personnel and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.
- All level 1 and 2 students are identified and targeted for the extended day program. All targeted students are studied as part of the inquiry team process.
  - Instruction is driven by analysis of data of the *Fountas & Pinnell* Benchmark Assessment System, along with formative and summative assessments.
  - Classroom instruction is differentiated and groups are flexible. Accommodations are made when necessary and appropriate.
  - Teachers of all grades analyze the results of the ELA item analysis and modify instruction in order to meet the diverse needs of our students.
  - Individualized student goals are collaboratively developed with the students.
  - Parents are notified of student goals in the Home-School Notebook.
  - The staff has an SBO one hour lunch period during which we have grade conferences and professional development. Teachers will also have time to analyze student work, discuss goals and plan ahead.
  - Professional development will include developing an understanding of how to improve instruction.

- Professional Development has and will continue to concentrate on the strategies necessary in order to achieve the Chancellor’s Expectations.
- Unit Plans for ELA and math are being created by school-wide teacher teams.
- The Waterford (RTI) program is implemented in grades K-2. This is an individualized computer program.
- Cluster teachers, SETTS teacher, IEP teachers, and ESL teachers attend grade conferences. They articulate with the classroom teachers. Out of classroom staff maintain records of articulation and congruence.
- Smart Boards have been installed in 81% of classrooms. It is anticipated that by June 2013 the remaining 6 classes will be equipped with Smart Boards. Staff has received Professional Development as to best make use of this technology in the classrooms.
- Analysis of the Spring 2012 Acuity Predictive Assessments and the ELA exams suggest the students need to improve in:
  1. *Better understanding academic language and the development of vocabulary in all content areas.*
  2. *Acquiring strategies to add details to support answers in their written responses.*
  3. *Comparing and contrasting themes from two passages of different genres through a variety of Thinking Maps/Graphic Organizers.*
  4. *Incorporating their own “voice” throughout their writing.*
  5. *Using context clues to determine the meaning of unknown words, idioms, similes, metaphors and figurative language.*
  6. *Determining the structure of different types of texts – informational and poetry.*
  7. *Understanding vocabulary concepts in determining authors’ purpose.*
  8. *The use of transitional words between sentences with a paragraph and between paragraphs with extended responses.*

*Using higher level thinking skills to read, interpret, and answer mathematical problems*

**Strategies to increase parental involvement**

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
- SMART goals are collaboratively developed by teachers and students. These goals are communicated to the parents in a Home-School Notebook.
- Parent workshops are given in Korean by the ESL teacher.
- Interpreters are available for conferences.

**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:

- Non Title 1
- Implementation of before and after school AIS and Title III programs for students in grades 1-5. Per Session salaries for teachers and administrators are paid by utilization of Title III and Fair student funding.

Reso Grants are used for the purchase and installation of portable laptops for student use and Smart Boards in all classrooms.

**Service and program coordination**

Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

- All students have the opportunity to receive free breakfast from 7:40 am to 8:10 am to give them the proper nutrition to enhance their learning.

The student council meets with a dietician on an ongoing basis throughout the school year.

## **ANNUAL GOAL #2 AND ACTION PLAN**

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

### **Annual Goal #2**

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

- By the end of the school year, ESL students in grades 2-5 will improve their reading and comprehension skills as measured by a 3% increase in the number of students scoring at Proficient Level on NYSLAT as well as 75% of ESL students taking ELA for the first time.
- ESL students in grades 3-5 will meet or exceed grade level standards in Math.

### **Comprehensive needs assessment**

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

- A comprehensive review of the 2011-2012 ELA data concluded that:
  1. 56.3% of ELL's scored level 3 or 4.
  2. 43.7% of ELL's scored level 1 or 2.
- The school-wide Fountas & Pinnell Benchmark Assessment System will be used for diagnosis of needs.
- Acuity (NYSELAT/Predictive/ITA/ESL) data is analyzed by teachers to help drive instruction.

### **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) strategies/activities that encompass the needs of identified student subgroups,
- b) key personnel and other resources used to implement these strategies/activities,
- c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
- d) timeline for implementation.
  - Provide additional assistance to the students taking the ELA for the first time (grade 3-5).
  - Additional instruction is given to students who will take the ELA for the first time. The instruction is given by the ESL teacher and the classroom teacher.
  - Title III – Before and/or afterschool program work on development of literacy skills
  - Content area vocabulary is stressed in the ESL room, classroom and during 37 ½ instruction.
  - Parent ESL classes are given daily by NYCDOE instructor.
  - Best Practices are discussed at grade conferences and student work is examined.
  - Cluster teachers, SETTS teacher, IEP teachers, and ESL teachers attend grade conferences. They articulate with the classroom teachers. Out of classroom staff maintain records of articulation and congruence.
  - The following areas, based upon the analysis of data from the Spring 2012 Acuity Predictive Assessments and the ELA exams will also be addressed:
    - Better understanding of academic language and the development of vocabulary in all content areas
    - Acquiring strategies to add detail to support answers in their written responses
    - Comparing and contrasting themes from two passages of different genres through a variety of thinking maps and graphic organizers
    - Incorporating their own “voice” throughout their writing
    - Using context clues to determine the meaning of unknown words, idioms, similes, metaphors and figurative language

- Determining the structure of different types of texts – informational and poetry
- Understanding vocabulary concepts in determining an author’s purpose
- The use of traditional words between sentences with a paragraph and between paragraphs with extended responses
- Implementation of the Early Education Waterford program

**Strategies to increase parental involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

- Parent workshops are given by the Principal and Assistant Principal.
- Parent ESL classes are given daily by NYCDOE instructor and are differentiated.
- SMART goals developed by teachers in collaboration with students are sent home in the Home-School Notebook.
- Monthly Parent Book Club meetings are led by the Pre-K social worker.

**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:

**Service and program coordination**

Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY’13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

- All students have the opportunity to receive free breakfast from 7:40 am – 8:10 am to give them the proper nutrition to enhance their learning.
- TASC after-school program provides homework assistance.

### **ANNUAL GOAL #3 AND ACTION PLAN**

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

#### **Annual Goal #3**

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

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

#### **Comprehensive needs assessment**

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards

- Based on the number of learning environment surveys completed by parents, which have increased from 70% in 2011 to 82% in 2012, there is still a need to increase parent awareness of goals and expectations of students. Attendance at PTA meeting and parent workshops, as well as, parents logging into ARIS has increased but still needs to improve.

#### **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) strategies/activities that encompass the needs of identified student subgroups,
- b) key personnel and other resources used to implement these strategies/activities,
- c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
- d) timeline for implementation.
- e) Teachers communicate at least bi-weekly with parents in the Home-School Notebook.

Parent Coordinator, Principal, and Assistant Principal plan workshops. Topics include- Common Core Curriculum Standards, Understanding SMART Goals, ARIS, Understanding the Progress Report.

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

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
- Translators are available for Parent-Teacher conferences in November and March.
- Parent Coordinator will contact parents and assist those who have not logged into ARIS.
- A parent handbook is distributed to all parents.
- Materials are translated as necessary.
- Parent ESL classes are given 4 times a week by an instructor from the Office of Adult Education.
- Monthly Parent Book Club meeting are led by the Pre-K social worker and the parent coordinator
- The parent coordinator emails weekly bulletins and letters to all families
- Targeting parents with IEP's and special needs to attend "Parent to Parent Support Group" Monthly workshops facilitated by nine District 26 parent coordinators

**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     Parent  
coordinat  
-or and  
Pre-K  
budget

If other is selected describe here:

- Non Title I.  
Title III monies.

**Service and program coordination**

Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

- Translators for both Parent Teacher Conferences in November and March.
- Class Parents.

Keynote speakers at PTA meetings on a variety of topics.

## ANNUAL GOAL #4 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

### **Annual Goal #4**

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

- 80 % of the students will show progress using evidence to support arguments in ELA and Mathematics.

### **Comprehensive needs assessment**

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

- As mandated by 2012-13 DOE Common Core Learning Expectations, students experience Common Core aligned instruction across subjects. All students, throughout the grades, continue to construct viable arguments in two units each in both ELA and mathematics. Teachers collaborate to engage all students in rigorous tasks, and monthly constructed responses, embedded in well crafted instructional units and with appropriate supports. In literacy, students are provided with learning opportunities to read and respond to a combination of literacy and informational texts. Students continue to write opinions and arguments that are evidence based using supporting details to justify their work. In math, teachers continue to build upon the work completed during the 2011-2012 school year by writing an additional unit that focuses on Mathematical Practices 3 and/or 4. Emphasis on creating lessons which require students to apply skills based on their understanding of mathematical content specific vocabulary are embedded throughout the units of study.

### **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) strategies/activities that encompass the needs of identified student subgroups,
  - b) key personnel and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.
- All staff receive ongoing training in *Thinking Maps*
  - Teachers in grades PreK - 5 continue to create units of study and collaborative lessons that incorporate oral and written skills needed for providing evidence and justifying thinking, to support arguments in literacy and problem solving in math.
  - These units of study incorporate the elements of persuasive writing instruction, using informational texts, presented in a writing workshop model.
  - Teachers meet weekly in teams to assess student work during collaborative team meetings utilizing Atlas Protocol
  - Teachers model strategies for solving problems in math and help students to justify their answers using mathematics vocabulary.
  - Formation of a school wide vocabulary committee to ensure a systemic roll out of vocabulary instruction is in place with the emphasis on Tier 2 and Tier 3 vocabulary.
  - Staff members articulate trends and gaps that surfaced after grading the grade 3-5 Acuity Exams in ELA and Mathematics. Summative and formative assessments drive instruction.
  - Through RESO grants, there is an increase in technology in the classroom that supports the CCLS.

**Strategies to increase parental involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

- Home school notebooks with bi-weekly learning goals are signed by parents.
- The principal and assistant principal present parent workshops.

**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.

  x   Tax Levy           Title I           Title IIA      x   Title III           Grants           Other

If other is selected describe here:

**Service and program coordination**

Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

- Teachers will design a second unit of study in both ELA and Mathematics.
- There is ongoing professional development in both *Thinking Maps* and *RTI*.
- Topics will also include Understanding By Design and Danielson.

## ANNUAL GOAL #5 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

### **Annual Goal #5**

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

- **To maximize opportunities for teachers to learn and grow in their practice.**

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

- As mandated by the 2012-13 Citywide Instructional Expectations teachers must have opportunities to learn and grow. The activities should promote independent and shared reflection and leadership growth. Teachers must continuously evaluate and revise their classroom practices to improve learning outcomes.

### **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: strategies/activities that encompass the needs of identified student subgroups, key personnel and other resources used to implement these strategies/activities, steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities, timeline for implementation.

- All staff use a shared understanding of *Danielson* to identify areas on which to focus and pursue professional growth.
- All staff receive feedback and reflect on shift practices as well as planning and implementation of Common Core aligned units and classroom instruction.
- All staff - participate in weekly teacher team meetings in inquiry to:

Analyze student work to adjust teaching practices and instructional planning

Plan Common Core aligned units

Understand and plan for shifts in instruction

Review and adjust the scope and sequence due to changes in curriculum, as well as trends noticed after reviewing the results of the grades 3 to 5 tests in both ELA and mathematics.

- All staff will participate in intervisitations and offer feedback.
- All staff will self assess using the *Danielson* rubric and set goals for future observations.
- Curriculum Maps will be revisited and revised based on CCLS, the DOE's core curriculum, as well as units of study created by staff members.

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

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

- Goals in the home school notebook reflect shifts in language and vocabulary in the CCLS

**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:

**Service and program coordination**

Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

- Staff members attend professional development sessions offered by CEI-PEA in Public School 26 and at other locations. The information is shared with all staff.
- The principal and assistant principal attend professional development sessions with an emphasis on best practices in teaching and learning. The information is shared with all staff.

**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 48		Small group	During day, 37 ½ minutes
Mathematics		Small group	During day, 37 ½ minutes
Science			
Social Studies			
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.) 21		Small group	During day, 37 ½ minutes

### 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.

#### Strategies for attracting Highly Qualified Teachers (HQT):

- Monthly professional development is provided which addresses
  - The use of data to drive instruction
  - The gaps, trends, and shifts that surfaced after examining the ELA and Mathematics grades 3 to 5 ACUIY exams
- At weekly team meetings, teachers review student work and plan next steps using best practices in teaching and learning.
- Staff members attend workshops and turnkey information that is utilized in all classrooms.
- Ongoing high level conversations take place during informal grade conferences, formal grade conferences, pre and post observation conferences, as well as post informal observation conferences.

**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. 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 1<sup>st</sup> 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**  
**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.

**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 1<sup>st</sup> 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 will 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.

**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 [i](#).

## Part I: School ELL Profile

### A. School Information [i](#)

Cluster Leader/Network Leader <b>Maldonado/Fong</b>	District <b>26</b>	Borough <b>Queens</b>	School Number <b>026</b>
School Name <b>Rufus King</b>			

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

Principal <b>Dr. Dina Koski</b>	Assistant Principal <b>Debra Gershman</b>
Coach	Coach
ESL Teacher <b>Victoria Klinger</b>	Guidance Counselor
Teacher/Subject Area <b>Arthur Getzel / IEP/Special Ed</b>	Parent
Teacher/Subject Area <b>Joyce Kim / ESL</b>	Parent Coordinator <b>Christine Marziliano</b>
Related Service Provider	Other
Network Leader <b>Mae Fong</b>	Other

### C. Teacher Qualifications [i](#)

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

Number of certified ESL teachers	<b>2</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>0</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		Total Number of ELLs		ELLs as share of total student population (%)	<b>%</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. 

Paste response to questions 1-6 here

1. Upon registration, all parents/guardians must complete a Home Language Identification Survey . At this time, an informal interview is conducted based upon staff availability. A further more formal interview in completed at a later date by a fully certified ESL teacher should there be any questions regarding the HLIS. If needed, there are staff members who act as translators. Based upon the ½ rule, all eligible potential ELLs are administered the LAR-R within 10 days of registration. Spanish speakers are also tested on the Spanish LAB within 10 days. This is an ongoing process throughout the entire school year. The screening, testing and placement process is completed by either of the two certified ESL teachers on staff. This includes immediate hand scoring of the LAB R. Annually, all of our ELLs are tested on the NYSESLAT. Weekly a variety of ATS reports are run to insure that all new admits and transfers are properly identified as ELLs. The reports include the RADP, RLAT and RLER. All reports are run again closer to the time of testing to insure that all of our ELLs are included in the NYSESLAT evaluation.
- 2 .Upon completion of the LAB-R all parents/guardians of newly admitted ELLs are invited to our initial Parents Choice Meeting. At this meeting they learn of the three programs available for their children. We send out letters in both English and the native language announcing the meeting and request a tear off for acknowledgement and attendance. We keep sending the notice home with students until we get a response. Parents who are unable to attend are invited to set up individual appoints before or after school. Parents view the DOE prepared video in their native language and are also given a brochure in their own language. The Parent Choice Survey is also given in the native language. Both ESL teachers are present to answer any questions and we have parents or staff on hand to translate. We are confident that all parents are aware of the three programs available in NYC (TBE, Dual and ESL) and make the desired choice. We attempt to have the completed survey handed in within 10 days of the student’s identification as an ELL.
- 3.All identified ELLs receive an entitlement letter as new admits or continuing students. This letter includes a tear off that parents must sign as acknowledgement of the child’s placement per the parent choice survey. Those who are English proficient per the NYSESLAT or LAB R receive a non-entitlement or non-continuing letter. We maintain a single binder in one of the ESL classrooms which contains the acknowledgement of placement and the Parent Choice Survey. We continually contact the home to insure return of the survey, initially through the home-school notebook that all students maintain and then with phone calls.
- 4.All students are placed into the free standing ESL program of PS 26 once we have the Parent Survey making this request. As stated before, all parents learn of the three choices in their own language and are able to ask questions prior to making their program request.
- 5.After reviewing the Parent Choice Surveys of the last several years, 98% of our parents request free standing ESL as their first choice. Therefore, we offer such a program at PS 26 Queens in order to accommodate the wishes of the parents.
6. Our program model, freestanding ESL with some native language support, is aligned with the great majority of parent requests. We are aware of the Aspira Consent Decree and the fact that should 15 or more parents (of one specific language) in two contiguous grades request a bilingual program, we must take steps to accommodate the request.

## A. ELL Programs

This school serves the following grades (includes ELLs and EPs)  
Check all that apply

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

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

Transitional bilingual education program	Yes <input 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	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Dual Language</b> <small>(50%:50%)</small>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Push-In</b>	18	15	6	6	4	9	0	0	0	0	0	0	0	58
<b>Total</b>	18	15	6	6	4	9	0	0	0	0	0	0	0	58

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	58	Newcomers (ELLs receiving service 0-3 years)	51	Special Education	8
SIFE	0	ELLs receiving service 4-6 years	7	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	51	0	4	7	0	4	0	0	0	58
<b>Total</b>	<b>51</b>	<b>0</b>	<b>4</b>	<b>7</b>	<b>0</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>58</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	1	1	0	0	0	1								3
Chinese	5	3	2	1	1	2								14
Russian	0	0	0	0	1	1								2
Bengali	0	0	0	0	0	0								0
Urdu	2	1	1	3	0	0								7
Arabic	0	0	0	0	0	0								0
Haitian	0	0	0	0	0	0								0
French	0	0	0	0	0	0								0
Korean	9	11	3	1	1	4								29
Punjabi	0	0	0	0	0	0								0
Polish	0	0	0	0	0	0								0
Albanian	0	0	0	0	0	0								0
Other	0	0	0	1	1	1								3
<b>TOTAL</b>	<b>17</b>	<b>16</b>	<b>6</b>	<b>6</b>	<b>4</b>	<b>9</b>	<b>0</b>	<b>58</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.

## A. Programming and Scheduling Information

- 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. a/b. All ELL instruction at PS 26 Q is delivered through our free standing ESL pull out program. Students are grouped by grade and English proficiency level for most of the instructional time. Beginner and Intermediate ELLs receive additional instruction outside of their classrooms in groups of either single grades or cross graded. Two fully certified ESL pedagogues deliver all ESL instruction in this program.

2.a. We insure that the mandated minutes of instruction time for our ELLs adhere to Part 154 of the Chancellors Regulations. All ELLs testing at the beginner or intermediate level receive at least 360 minutes per week of explicit ESL instruction in a setting separate from their classroom. Part of the instructional time is by each individual grade where ELA skills and content area instruction is delivered with rigor and challenge. Beginners and intermediate ELLs also receive separate instructional time focusing on language development and vocabulary extension specific to their level. Advanced ELLs receive 180 minutes of ESL instruction apart from their classroom plus 180 minutes of specific ELA instruction within their general or special education setting. Collaboration between the classroom and ESL teachers drives this instruction. Explicit ELA instruction includes a balanced literacy program with mini lesson, think alouds, modeling, shared and guided reading and writing. We stress the development of grade level academic vocabulary and knowledge by reading non-fiction and the follow up writing activities related to the reading.

3. Content area instruction is delivered through our ESL model and is based on current state core curriculum standards appropriate for the grade. All direct instruction is in English, but the native language is used to support this in a variety of ways including the use of glossaries and dictionaries, video and audio tapes, peer and adult translation. Classroom teachers collaborate with ESL teachers in the development of academic content lessons that are rigorous and challenging while being comprehensible to the ELL student. Materials may be adapted through a variety of ESL methodologies and strategies including CALLA, contextualization ( realia, visuals, manipulatives, etc) and translation.

4. We do not assess students in the native language but we do offer translated state and citywide exams when available. Students may use glossaries provided.

5. We differentiate instruction for our various subgroups based upon individual needs with specific goals set for each student:

a. At this time we do not have SIFE students, however we do have a plan in place. We may place a SIFE child in a grade lower than that expected for their chronological age. We will include SIFEs in our extended day and Title III programs before and after school. They may also be eligible to receive academic intervention services through our IEP or SETTS teacher. Peer tutoring may also be put in place.

b. Newcomers (0-3 years of ESL ) are properly assessed and placed as soon as possible. They are placed into the program selected by the Parent Choice Survey form. They are buddied with a speaker of their native language whenever possible. Comprehensible input is stressed in their instruction where lessons may be simplified or re-stated . Visuals are added for additional understanding. True beginners are taught using a variety of ESL methodology such as TPR, color coding and modeling.

Translation devices are recommended. We have initiated the ATLAS protocol to assess and prepare students for ELA and other testing.

c. ELLs receiving services between 4 and 6 years are given a program that focuses on the development of academic content and advanced ELA skills as most of these students test proficient in speaking and listening as measured by NYSESLAT. Curriculum may be modified to assist comprehension and vocabulary development. Many of these students are placed into an ITC or self contained setting, per

## A. Programming and Scheduling Information

an IEP, where two teachers further learning using special education techniques. Students may also be recommended for our at risk AIS programs . Speech and language therapy may also be advised. ELLs in this category are included in our extended day program, Title III program and other services such as Wilson reading and the Hochman basic writing program.

d. Although we do not have long term ELLs this year, we have a plan in place that includes the above mentioned AIS services. Summer school attendance is also requested.

6.ELLs/SWDs are taught using grade level materials adapted for their individual needs. Many of the students have developed proficiency with English speaking and listening skills, but those who have not are recommended for Speech therapy. The teacher of the ITC or self contained ELL student works in collaboration with the ESL teachers in accordance with the student’s specific IEP recommendations. All teachers involved rely on adaptation, visuals, hands on materials to further language development and academic learning. Small groupings and class size as well as assistance from paras in order to help students focus.

7.Our school uses curricular, instructional and scheduling flexibility to meet the needs of our ELL/SWD population in a variety of ways. All children with IEPs are placed in the least restrictive environment based upon their bilingual evaluation results and parental involvement. This may include placement in a self contained or ICT classroom or supplemental services such as SETTS and speech. All ELL/SWDs are expected to develop skills necessary to meet the state core curriculum standards, upon which our curriculum maps are based. Differentiation of instruction, based upon individual goals, is developed through close collaboration and articulation between all teachers and related service providers. This includes scheduling that does not interfere with key lessons in the classroom. Instruction is modified and adapted per ESL and special education methodology and techniques. Supplementary materials may be used in conjunction with the grade level programs of the general population in order to ease comprehension.

### 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

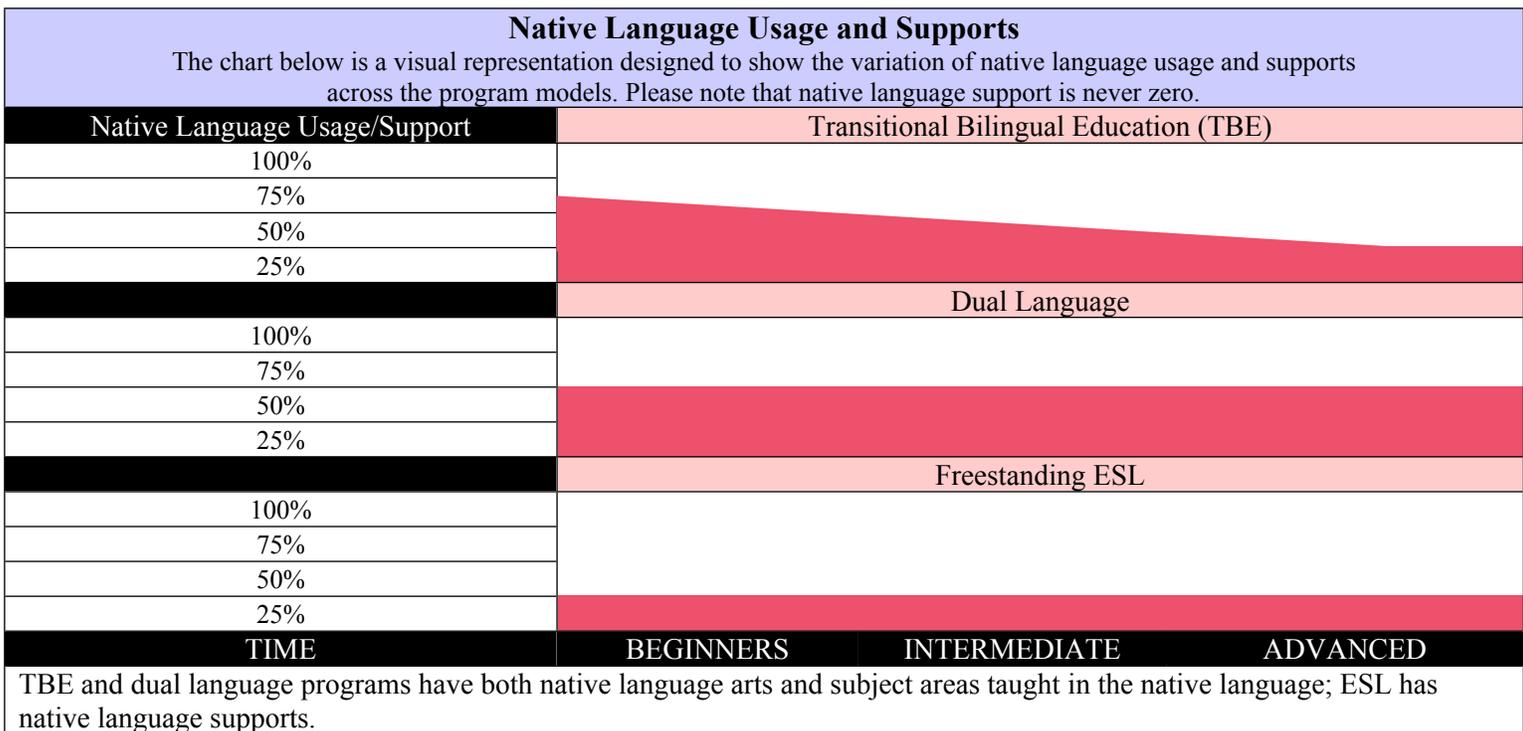
Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts				
Social Studies:				
Math:				
Science:				

### 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

<b>NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12</b>			
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
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?

8. We offer a wide range of academic intervention services to ELLs including research based programs such as Foundations and Wilson reading , both which are considered to be excellent programs to enhance and improve decoding and comprehension skills. They are taught by a certified special education teacher in a separate setting. Our IEP and SETTS teachers also assist those whose math skills are in need of improvement through a pull out or push in program geared towards our 4th and 5th grade students. The Hochman basic writing program is utilized for those who need to develop the skills of writing. All ELLs are asked to participate in the 37 ½ minute extended day program which supplements daily lessons. ELLs also participate in Title III programs both before and after the regular school day. At risk ELLs may be included informally in SETTS programs such as Reason and Write and Insights, both high interest , low level intervention programs, especially while waiting for the results of a bilingual evaluation. Students with IEPs in ICT or self contained classes receive targeted intervention per their IEPs as delivered by their certified special education classroom teacher. Speech therapy and OT may be also offered as intervention.

9. We offer transitional support to our former ELLs through a pull out program taught by a certified ESL teacher who may use ESL methods and strategies to enhance reading and writing skills. These students are deemed English proficient per the NYSESLAT, but many need assistance with comprehension, vocabulary and writing/grammar skills. Classroom teachers are well aware of the status of former ELLs and use ARIS results as tool for planning lessons focused on specific skills. They may also continue to buddy former ELLs with someone who speaks their native language. ATLAS protocol is a great tool to analyze specific needs of former ELLs. Classroom teachers receive ongoing ELL training through in house and OELL workshops in order to become familiar with approaches that may be use with both current and former ELLs in the classroom. Formers ELLs may also be included in any of the AIS programs mentioned previously.

10. New programs include the comprehensive use of ATLAS protocol throughout the building to review student work. Waterford is new technology program in lower grade classrooms to evaluate and enhance decoding and comprehension skills. Smart boards are continuing to be installed throughout the school.

11. We are not discontinuing any programs at this time.

12. ELLs have access to all programs and activities in our school as they are part of the general classroom environment and are not segregated during the day. They participate in all extra- curricular activities such as teams, chorus and ballroom dancing. They are active members of student council. ELLs may attend Virtual Y, an after school program in our building. They are given priority in regards to our 37 1/2 minute extended day program as well as the Title III program. Talented and Gifted testing is open to all ELLs.

13. A wide variety of instructional materials are used to support our ELLs including all classroom age and grade level programs such as Math Connect and McGraw Hill Social Studies and Science. Literacy programs are anchored by Treasures and Being A Writer. There is an ESL component to many of the programs and various levels within the grade may be adapted for our ELLs. Materials and libraries in the ESL room enhance and supplement grade level texts and books. Glossaries are used by ELL students and bilingual dictionaries are available at a variety of levels. Picture books and high interest-low level readers are available for beginner ELLs. All materials may be adapted for use by ELLs through supplemental simplified texts, vocabulary pre-teaching, visuals and realia as well as other forms of proven ESL methodology.

14. Our free standing ESL model does allow for some native language support, though all lessons are presented in English. Bilingual dictionaries and glossaries assist comprehension and students are invited to bring personal mechanical translators. One of our ESL teachers is Korean as are a majority of our English language learners and she may assist when needed. Other members of our staff speak Spanish, Russian and Urdu. We plan on purchasing bilingual library books and are currently asking parents for donations of old book in a variety of languages.

15. All support and placement is based upon the ELLs age and grade, although some students may be placed one grade lower for a variety

of reasons, including SIFE status. Lessons in and out of the classroom are based upon grade appropriate curriculum maps planned around common core state standards. Newcomers may receive sheltered instruction. Articulation and collaboration between the classroom teacher, the ESL teacher and other AIS providers insures that students will receive instruction and support at his or her age and grade level.

16. Newly enrolled ELL students and their parents are given a tour of the building and introduced to key staff members. An informal interview is conducted at registration. Welcoming workshops are held for parents. We are presently in the process of developing a handbook for new students and hope that it will be translated into several languages.

17. We do not offer language electives.

**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)?

NOT APPLICABLE

**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. Classroom teachers are required to complete 7.5 hours of training related to teaching ELL students and most on our building have completed the requirement. In addition several members of our staff have taken TESOL classes at various local universities and many have attended OELL workshops. Our ESL teachers hold in-house workshops instructing classroom teachers on methodology and techniques used to teach the ELL students in their classrooms. ESL teachers may also turnkey their own training to the rest of the staff.

2. All 5th grade students take a trip to the middle school most will attend the following fall. They have the opportunity to tour the building a meet key members of the faculty. Articulation is held between our 5th grade classroom teachers and the 6th grade teachers to discuss individual needs, including ELL status of the students. Our ESL teachers are involved in the process.

3. In-house workshops and OELL are used to fulfill the Jose P requirement of 7.5 hours of ESL training ( 10.0 for special educators). All teachers must be familiar with the steps needed to accommodate all ELLs with special needs and make sure that they are placed in the appropriate program and receive all required services.

**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. All programs, activities and services for parents of our students are geared towards welcoming all and allowing parents to feel a part of their children's school environment and to insure communication and involvement between parents and the school. We have a highly active PTA with membership including many of our ELL parents who actively participate on a variety of committees. Monthly PTA meetings include our ELL parents and translators are available most of the time. We offer workshops at the meetings as well as at other times during the school day, including those requested by our ELL parents. Parents help out in our school store and our library as volunteers. We have just started a book club for parents. Glossaries in a variety of languages are sent home with students so that parents can actively help with homework and school studies. Translators are available for parent-teacher conferences and IEP meetings. Parents know that teachers and administrators are always available.

2. We partner with a variety of organizations but are most proud of our partnership with the NYC Office of Adult Education which allows us to hold ESL classes for parents and grandparents five days a week at various levels of English proficiency. Adults learn English at the same time the child is developing their new language and this allows parents to assist children with school work and act as an example. We also partner with a variety of educational support providers such as the "Y", Beijing school and the KUEI Luck enrichment center. We invite guest speakers from many organizations including the Office of Emergency Management and the Wellness Education Foundation who have presented workshops on topics such as stress management and raising healthy families.

3. The needs of our parents are evaluated through the efforts of our parent coordinator together with our teachers. We survey all parents on the preferred language of communication at the start of each school year, ELL and non-ELL parents alike. We also survey parents regarding their individual needs such as workshop requests.

4. Our activities address the many needs of our parents. We are proud of the high participation in our Adult ESL Program. We hold multicultural events throughout the school year in which parents can showcase their culture and language, including our huge Lunar New Year celebration. Showcases are offered to the parents to display artifacts of their own land. Special Person's Day may include a presentation of literature from their country as well as story telling. We ask for book donation to enhance our libraries. We value all of our parents and appreciate all of the cultural knowledge they bring to our building.

## 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)	4	4	2	0	0	1								11
Intermediate(I)	0	8	2	2	1	1								14
Advanced (A)	13	5	2	4	3	7								34
Total	17	17	6	6	4	9	0	0	0	0	0	0	0	59

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	<b>B</b>	0	1	1	0	0	0							
	<b>I</b>	0	3	2	1	1	0							

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
	<b>A</b>	1	3	1	1	1	1							
	<b>P</b>	1	7	1	1	2	5							
READING/ WRITING	<b>B</b>	2	2	2	0	0	0							
	<b>I</b>	0	6	1	2	1	1							
	<b>A</b>	0	6	1	1	2	5							
	<b>P</b>	0	0	1	0	1	0							

**NYS ELA**

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

**NYS Math**

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

**New York State Regents Exam**

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
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?
- 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. Teachers at PS 26Q use a wide variety of tools to assess early literacy skill levels in our ELL population. Included are assessments such as the LAB R, NYSESLAT, EPAL and ELA city and state wide exams. All grades use Fountas and Pinnell assessments several times a year for leveling and instruction. Teachers also rely on running records, conferencing, observations and portfolio pieces for assessment. This is always ongoing and updated. We are using ATLAS protocol with our teacher inquiry teams as another means of evaluating student work. All providers use data to plan instruction and set individual goals for students. Goals are updated weekly and monthly. Data informs us that our beginner and low intermediate ELLs are in need of additional time spend on basic language skills. We are aware that we must use visuals to enhance learning. Our higher intermediate and advanced ELLs may need additional time to work on ELA skills to bring them up to grade level. All of our assessment tools assist in proper placement and grouping within our ESL program and in the classroom.

2/3. Data patterns across proficiency levels ( LAB R and NYSESLAT) :

A majority of our students in grades K to 5 fall into the intermediate and advanced proficiency level. Most students gain at least one level of proficiency in English annually as measured by NYSESLAT. Those who fall short of such achievement include students in our ICT and self contained classes. Most students achieve advanced proficiency in listening and speaking skills within the first year in our program, while lagging behind in the development of reading and writing skills. Research informs us that this is the norm with BICS developing prior to CALP. Our first grade ELLs reach overall proficiency first after one or two years in the program. It may take longer for our upper grade students to develop proficiency as the academic demands increase. Therefore, we know that it may take more time in the ESL program to gain proficiency. Our newcomers need to develop basic speaking and listening skills along with phonemic awareness and familiarity with their new language. We plan on more daily time with the ESL teacher. Intermediate ELLs also need more time in ESL to develop grade level ELA skills. Concentration is on vocabulary development and writing mechanics. Advanced students have already achieved proficiency in speaking and listening skills so more time is taken with the development of academic vocabulary and content knowledge. Time spent in ESL class ( 180 minutes) and the ELA component of their own classroom ( at least another 180 minutes) focus on these skills. We use CALLA in the ESL classroom to teach strategies and metacognitive skills in our more advanced ELL students. Using all of the tools (ARIS results, observations, conferencing, etc) we set goals individualized for each student and adjusted as each goal is met. Leveling and grouping in both the ESL and general education classroom must be based upon these results.

4.a. Our only program is the free standing ESL program, therefore our students take tests almost exclusively in English. When offered translated version most opt for the test in English in conjunction with the use of bilingual glossaries. Newcomers of less than one year are exempt from ELA testing. Most of our ELLs scored high twos on the ELA with less than two years in our program. In math , most test on level 3 or 4, with some high twos and the same is true for 4th grade science.

b. We have just reintroduced ELL Periodic Assessments and hope to have the results shortly. We will use the scores to plan instruction and to set individual goals according to need.

c. Awaiting results of the first round.

5. Not applicable

6. We evaluate the success of our ESL program through student achievement on NYSESLAT and a variety of state exams including the ELA, math and science as well a teacher input. Our expectations for students are that they move up at least one level annually on NYSESLAT and most do. We plan to look at period ELL assessments as well as grade level Acuity tests. Teacher feedback is equally important as students learn to navigate in their new language. Articulation between the ESL and classroom teacher on an ongoing basis allows for transparency of results. Seeing our ELLs integrate with native speakers and hold their own let us observe success.

## 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:** Rufus King

**School DBN:** 26Q026

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Dr. Dina Koski	Principal		10/14/11
Debra Gershman	Assistant Principal		10/14/11
Christine Marziliano	Parent Coordinator		10/14/11
Victoria Klinger	ESL Teacher		10/14/11
	Parent		
Arthur Getzel	Teacher/Subject Area		10/14/11
Joyce Kim	Teacher/Subject Area		10/14/11
	Coach		
	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:** 26026

**School Name:** P.S.26Q

**Cluster:** 535

**Network:** CEI-PEA Childrens First

**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.

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

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

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

## 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.

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

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

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

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

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

## 2012-13 Comprehensive Education Plan (CEP)

### Title III Supplemental Program for ELLs

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
  - The Title III supplemental instructional services must be based on student need
  - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
  - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
  - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
  - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
  - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: PS 26 Queens/Rufus King	DBN: 26Q026
Cluster Leader: Debra Maldanando	Network Leader: Ellen Pavda
This school is (check one): <input type="checkbox"/> conceptually consolidated (skip part E below)	
<input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input checked="" type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 6 # of certified ESL/Bilingual teachers: 2 # of content area teachers: 4

### Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here: Upon analysis of data including formal and non-formal assessments (NYSESLAT, ELA, interim assessments and teacher feedback) we have determined the need to focus on improving proficiency in all four modalities while supporting language development in core content areas including math. Our focus for the upper grades is preparation in order to achieve gains on the ELA, NYSESLAT and math assessments. The focus of the lower grades is to develop literacy skills in all four modalities (speaking, listening, reading and writing). Using the AMAO, we will concentrate on students who have not made adequate achievement as a subgroup. We will invite all of our ELLs to participate and a subgroup may also include a percentage of former ELLs who are entitled to an additional two years of support in academics.

Our morning group will be an ESL enrichment program for those closer to proficiency and those who recently passed NYSESLAT. We will implement a co-teaching model including both certified ESL teachers, for ELL specific strategies and Common Branch teachers offering core curriculum support. Our afternoon program will prepare students for upcoming assessments in ELA and other core subjects. This is also a co-teaching model in which the ESL teachers will use well researched ELL methodology in combination with the core curriculum familiarity of the classroom teacher. We anticipate participation to be thirty students. There will be three classes. Teachers will rotate.

We will implement a program for lower grade students in grades one and two with a focus on developing literacy skills in order to impact English language proficiency.

The programs will take place on Mondays and Wednesdays from 3:20 to 5:20 PM and on Tuesdays and Thursdays from 7:20 to 8:20 AM. We plan to commence on February 4th. One supervisor will cover the morning program and another the afterschool PM program as there are no other DOE programs in our building during those times. The program will end April 4, 2013

Consumable supplies will be purchased for each teacher as well as a variety of literacy based test prep materials to be used specifically for these programs. All materials are targeted for the population of each subgroup including various levels of ELLs and former ELLs.

### Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here: There will be two professional sessions prior to the start of the program. The titles of the workshops that will be held prior to the start of the program are as follows: 1. Goals and Expectations - CCLS 2. Using literature to reach our ELA goals. Topics will include CCLS and thinking maps. In order to enable all teachers of ELLs to be able to utilize the most effective strategies we will

**Part C: Professional Development**

present workshops on a variety of topics. These will include differentiating instruction for all levels of ELLs and the use of specific data to drive instruction. We also hope to receive support and consultation from the ESL specialist from CEI-PEA. This will be done in-house at no cost to the program.

**Part D: Parental Engagement Activities**

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here: Two parent workshops will be offered. Two parent workshops will be offered for the parents of students in the afterschool program. The title of the workshops offered to parents are 1. CCLS and You, 2. Preparing for New York State Assessments. The times and dates will be Feb. 13th from 7-9 pm and Mar. 2nd from 7-9 pm. Topics will include CCLS and helping your child at home. Increased parent involvement through translation and interpretation services as well as a parent workshop that may focus on how parents may further support ELL students at home. We also find the need to inform parents of promotional criteria for ELLs, testing accommodations for ELLs and former ELLs and navigation through ARIS. Meeting will be in-house at no cost to the program.

**Part E: Budget**

**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>	9604.55	6 teachers 93 hours with fringe=4667.67 1 Principal / 1 AP 47 hours each with fringe=4936.88
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>	= =	
Supplies and materials <ul style="list-style-type: none"> <li>• Must be supplemental.</li> <li>• Additional curricula, instructional</li> </ul>	1595.45	

**Part E: Budget**

**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
materials. <ul style="list-style-type: none"><li>• Must be clearly listed.</li></ul>		
Educational Software (Object Code 199)		
Travel		
Other		
<b>TOTAL</b>	11,200	