



**Department of
Education**

Dennis M. Walcott, Chancellor



**2012-2013
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

SCHOOL NAME: THE CARTERET SCHOOL

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

PRINCIPAL: LAURA KUMP

EMAIL: LKUMP@SCHOOLS.NYC.GOV

SUPERINTENDENT: ERMINIA CLAUDIO

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Laura Kump	*Principal or Designee	
Florence Rubino	*UFT Chapter Leader or Designee	
Vanessa Behoui	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Muriel Timari	Member/Teacher	
Kim Modzelewski	Member/Parent	
Carolyn Bradley	Member/Teacher	
Jamie Walters	Member/Parent	

Eileen DeWaters	Member/Teacher	
Martha Gomez	Member/Parent	
Jennifer Lipari	Member/Parent	

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

ANNUAL GOAL #1 AND ACTION PLAN

Annual Goal #1

By June 2013, there will be a 5% increase in students who show an increase in their median growth percentile as measured by the New York State English Language Arts exam.

Comprehensive needs assessment

Based on the 2012 NYS ELA performance for grades 3-5, data showed a decrease in the median growth percentile of students who scored Level 3. In looking deeper at the data, we identified a target group of students who showed this decline. School wide, the need to better address the needs of our high achieving students with Tier One instruction to ensure that they are receiving cognitively challenging tasks that enrich their learning. Teacher teams will target instructional planning to address this group of students. Skills that we have identified as target areas through an Item Skills Analysis of the NYS ELA exam, and classroom work samples are clustered in the area of comprehension. Specifically,

- Identify main ideas and supporting details in nonfiction text.
- Using specific evidence from stories and text to support ideas.
- Compare and contrast ideas and themes in text.

Instructional strategies/activities

The target group of students will be students in grades 4 and 5 who scored Level 3 on the 2012 NYS ELA Assessments but showed a decline in their growth percentile in grades 4 and 5. We seek to increase this target group's performance in literacy through the creation of cognitively challenging Tier One curriculum units that meet the expectations of Common Core Standards. This goal will be achieved by teacher teams embedding cognitively demanding performance tasks throughout each curriculum unit.

- Planned small group and differentiated instruction within the Reading and Writing Workshops. (September – June 2013)
- Teachers collaborate to create Extended Day Enrichment groups to cognitively challenge high achieving students. (September – June 2013)
- Teachers plan strategy and guided instruction; planning focused goals 3x a year and utilizing resources in Acuity designed to individual needs. (September – June 2013)
- Teachers receive ongoing professional development from the Great Books Foundation on running Socratic Seminars to deepen comprehension of all students through shared discussion of complex text. (September 2012, January 2013)
- Teachers participate in a school-wide professional study group using the text Core Six – Instructional Strategies to Achieve the Common Core. They will embed these instructional strategies into each curriculum unit and meet monthly to analyze resulting student work samples. (September – June 2013)

- Classroom libraries are being evaluated and updated to ensure a balance of multi-leveled and complex fiction and nonfiction texts are available to all students. (November 2012)
- PS 26 offers programs in antiviolence and bullying throughout the year through the Leader in Me program. These programs are coordinated by the Guidance Counselor and Classroom Teachers, as well as through school-wide assembly programs. As part of these programs, we have students working on community service projects throughout the year. These projects involve literacy activities, and provide the opportunity for our high achieving students to go deeper with curriculum. During Extended Day Enrichment students work on community service projects. These activities provide students with real world opportunities for application of learning. (September – June 2013)

Strategies to increase parental involvement

- Parents receive a monthly curriculum newsletter from each teacher that outlines the unit of study for the month. This newsletter outlines the goals of the unit and the topics being taught. It is sent home with each student in their backpack and posted on the school's website on the class page. This allows parents to be informed about the learning targets for each curricular subject.
- Culminating activities for Inquiry Based Units increase parental involvement. Most units include a format for "going public" with knowledge learned. Students create museum displays, video movie clips, documentaries and other displays of learning. Parents are invited to each of these events to see what students have learned. This sharing of knowledge makes parents more aware of the learning that has taken place and the next steps for their children.
- We have purchased a school website through eChalk to increase parental involvement. Parent Coordinator and teachers work collaboratively to ensure that the website contains timely and relevant information for parents.
- Parent surveys are sent home four times per year to assess parent knowledge of curriculum and further needs. This survey is coordinated by the School Leadership Team and enables us to know what additional needs exist in our school community.
- Parent Coordinator conducts parent workshops to keep parents informed on school-wide initiatives.
- Parent Teacher conferences (2x a year), School Leadership, PTA and Title 1 meetings.
- Extended day goals for students participating in the program. (3x a year)
- PS 26 school goals for 2012-2013
- Workshops for parents on each grade level on Common Core State Standards
- PTA newsletters; school phone messenger system
- ARIS parent website

Budget and resources alignment

• Indicate your school's Title I status: X 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

PS 26 offers the Leader in Me program. This program teaches students the 7 Habits of Highly Effective People in order to prepare them for college and careers. It also fosters strategies for antiviolence and bullying throughout the year. These programs are coordinated by the Guidance Counselor and Classroom Teachers, as well as through school wide assembly programs. As part of our programs for antiviolence and bullying we have students working on community service projects throughout the year. These projects involve literacy activities, and provide the opportunity for students to work on community service projects. We are utilizing funds from a Staten Island Foundation grant to support the Leader in Me program. This covers the cost of professional development for all staff members during the 2012-2013 school-year. Additionally, it supports the purchase of curricular materials used in each classroom. We use our Title I funds and Tax Levy to support a full time Instructional Coach who supports the New York City Instructional Expectations through ongoing, in-house professional development.

ANNUAL GOAL #2 AND ACTION PLAN

Annual Goal #2

By June 2013, there will be a 5% increase in students who show an increase in their median growth percentile as measured by the New York State Mathematics exam.

Comprehensive needs assessment

Based on the 2012 NYS ELA performance for grades 3-5, data showed a decrease in the median growth percentile of students who scored Level 3 or higher. In looking more deeply at the data, the instructional team identified a target group of students who showed this decline. School-wide a need exists to better address our high achieving students in our Tier One instruction to ensure that they are receiving cognitively challenging tasks that enrich their learning. Teacher teams will target instructional planning to address this group of students. Skills that we have identified as target areas through an Item Skills Analysis of the NYS Math exam, and classroom work samples are:

Grade 5

- Find value that makes sentences true using greater than or less than $<.>$
- Deciding between Grams and Kilograms as a unit of measure
- Make change using combined amounts (dollars and cents)

Grade 4

- Identify and construct lines of symmetry
- Define and use correct terms for shapes (circle triangle, square hexagon, rhombus)
- Develop strategies for selecting the appropriate computations and operations to solve problems

Instructional strategies/activities

The target group of students will be students who scored Level 3 or Level 4 on the 2012 NYS Math Assessments but showed a decline in their median growth percentile in grades 4 and 5. We seek to increase this target group's performance in mathematics through the creation of rigorous Tier One curriculum units that meet the expectations of Common Core Standards. This goal will be achieved by teacher teams embedding cognitively demanding performance tasks throughout each curriculum unit.

- 100% of teachers receive ongoing professional development from Network support staff on expectations of Common Core Standards

for Math. (September – June 2013)

- 100% of teachers receive ongoing professional development from UFT Teacher center support staff on instructional shifts needed to achieve Common Core Standards. (September – June 2013)
- Teachers are working with Network Support Staff and UFT Teacher Center Coach to identify the major work of their grade and align their current instructional units to this focus. (November 2012)
- Teachers will receive ongoing professional development from Principal, Network Achievement Coach and UFT Teacher Center Coach on implementation and refinement of standards based curriculum. (September – June 2013)
- Curriculum maps will be reordered using Common Core Standards and identified major work of the grade. (September – June 2013)
- Teachers will create and implement two Common Core aligned units of study with cognitively challenging formative and culminating performance tasks for all students. (September – June 2013)
- Differentiation will be a focus in the revision of curriculum maps to ensure appropriate levels of challenge in tasks used. (September – June 2013)
- Teachers will examine student work samples throughout the units of study in order to continue the inquiry cycle and make future instructional adjustments. (September – June 2013)
- Use of teacher team meetings to allow teachers to meet to examine student work samples. (September – June 2013)
- Grade conferences and faculty meetings (1x per month) to provide ongoing professional development to all staff members. (September – June 2013)

Strategies to increase parental involvement

- Parents receive a monthly curriculum newsletter from each teacher that outlines the unit of study for the month. This newsletter outlines the goals of the unit and the topics being taught. It is sent home with each student in their backpack and posted on the school's website on the class page. This allows parents to become informed of the learning targets for each curricular subject.
- Parent meetings for target students to inform parents of student strengths and weaknesses and plans for intervention.
- We have purchased a school website through eChalk to increase parental involvement. Parent Coordinator and teachers work collaboratively to ensure that the website contains timely and relevant information for parents.
- We send home parent surveys four times per year to assess parent knowledge of curriculum and further needs. This survey is coordinated by the School Leadership Team and enables us to know what additional needs exist in our school community.
- Parent Coordinator conducts parent workshops to keep parents informed on school-wide initiatives.
- Parent Teacher conferences (2x a year), School Leadership, PTA and Title 1 meetings.
- Extended day goals for students participating in the program. (3x a year)
- PS 26 school goals for 2012-2013
- Workshops for parents on each grade level on Common Core State Standards
- PTA newsletters; school phone messenger system
- ARIS parent website

Budget and resources alignment

• Indicate your school’s Title I status: X 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

PS 26 offers the Leader in Me program. This program teaches students the 7 Habits of Highly Effective People in order to prepare them for college and careers. It also fosters strategies for antiviolence and bullying throughout the year. These programs are coordinated by the Guidance Counselor and Classroom Teachers, as well as through school wide assembly programs. As part of our programs for antiviolence and bullying we have students working on community service projects throughout the year. These projects involve literacy activities, and provide the opportunity for students to work on community service projects. We are utilizing funds from a Staten Island Foundation grant to support the Leader in Me program. This covers the cost of professional development for all staff members during the 2012-2013 school-year. Additionally, it supports the purchase of curricular materials used in each classroom. We use our Title I funds and Tax Levy to support a full time Instructional Coach who supports the New York City Instructional Expectations through ongoing, in-house professional development.

ANNUAL GOAL #3 AND ACTION PLAN

Annual Goal #3

By June 2013, 100% of teachers will work together to create additional rigorous literacy and math performance tasks in alignment with Common Core Standards embedded in two integrated instructional units, as evidenced by 70% of students demonstrating proficiency with these tasks as measured by common core rubrics.

Comprehensive needs assessment

Based on the results of our 2012 NYS ELA and Math exams, and the New York City Instructional Expectations we conducted a thorough evaluation of the curriculum units, and instruction, our students are receiving in Tier One. Using the Common Core Learning Standards we began to align our units with expectations and anchor standards. In 2011-2012, teachers created performance based tasks for each ELA unit in grades 4 and 5 and one performance based task in grades K-3. All tasks created were embedded in integrated instructional units. In math, all grades administered one performance based task embedded in one unit. In order to meet this year's Instructional Expectations, we will create at least one additional ELA performance task in grades K – 3. In Math, all grades will identify and administer a second performance based task embedded in an additional unit of study steeped in the major work of the grade.

Instructional strategies/activities

This goal will be achieved by teacher teams planning effective instruction and cognitively demanding performance tasks embedded in each curriculum unit. Teams will meet weekly to analyze student work samples that will inform the creation of curriculum units and action plans.

- In teacher teams, teachers on each grade will analyze student work samples in reading, writing, math, science and social studies to create action plans for curriculum revisions that are representative of the performance expectations outlined in the Common Core Standards. (September – June 2013)
- Teacher teams will craft integrated units of study by integrating science and/or social studies content into literacy units of study. (September – June 2013)
- Teacher teams will meet every Wednesday afternoon during Extended Day Inquiry Meeting time. (September – June 2013)
- Curriculum maps will be developed throughout the year highlighting 2 units of study in both Math and ELA. Student performance on selected performance tasks designed to engage all students will be analyzed and used to inform curriculum adjustments. (September – June 2013)
- Instructional Team will meet once per week to analyze student work samples in order to create the cycle of inquiry and make additional instructional recommendations for specific groups of students. Feedback will be provided to teachers during monthly

Grade Conference meetings. (September – June 2013)

- Classroom teachers will create differentiated activities based on the analysis of student work, and Instructional Team feedback to support student growth. (September – June 2013)
- Ongoing support provided by Instructional Coach and Network Achievement Coach to all teachers. (September – June 2013)

Strategies to increase parental involvement

- Parents receive a monthly curriculum newsletter from each teacher that outlines the unit of study for the month. This newsletter outlines the goals of the unit and the topics being taught. It is sent home with each student in their backpack and posted on the school's website on the class page. This allows parents to become informed of the learning targets for each curricular subject.
- Parent meetings for target students to inform parents of student strengths and weaknesses and plans for intervention.
- We have purchased a school website through eChalk to increase parental involvement. Parent Coordinator and teachers work collaboratively to ensure that the website contains timely and relevant information for parents.
- We send home parent surveys four times per year to assess parent knowledge of curriculum and further needs. This survey is coordinated by the School Leadership Team and enables us to know what additional needs exist in our school community.
- Parent Coordinator conducts parent workshops to keep parents informed on school-wide initiatives.
- Parent Teacher conferences (2x a year), School Leadership, PTA and Title 1 meetings.
- Extended day goals for students participating in the program. (3x a year)
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Budget and resources alignment

- Indicate your school's Title I status: X 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

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Service and program coordination

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ANNUAL GOAL #4 AND ACTION PLAN

Annual Goal #4

By June 2013, all instructional staff will receive professional development through the lens of Charlotte Danielson's Framework for Effective Teaching, a series of six (6) short visits, and feedback on their instructional practices with actionable next steps. Teachers' instructional practice will show improvement as measured by their ability to integrate these next steps and by their alignment 70% of the time to the effective or highly effective column on the Danielson rubric.

Comprehensive needs assessment

Transition to the Common Core Standards has created the need for six Instructional Shifts in ELA and Mathematics. Teachers require ongoing professional development, professional conversations and opportunities to reflect on their practice against a common research based rubric. Teachers will receive feedback on their practice that they can take action with as they transition to Common Core Standards and these shifts.

Instructional strategies/activities

- Teachers completed a Teacher Directed Plan for Professional Growth on which they identified their professional goals for the 2012 – 2013 school-year. (September 2012)
- Principal held one on one meeting with each teacher during which they discussed their goals for the year, and matched them to the selected Danielson components. (September 2012)
- School-wide focus is on developing teacher questioning and improving student discussions (Danielson 3B). (June 2012 – June 2013)
- Principal and teachers work through short, frequent cycles of classroom observation; using one lens from selected Danielson components. (September – June 2013)
- Teachers will receive ongoing professional development during monthly faculty conferences on the Chancellor's selected components. (September – June 2013)
- Teachers will conduct intervisitations to observe colleagues in areas of strength. (September – June 2013)
- Instructional coach will provide ongoing in classroom modeling and professional development on best practices. (September – June 2013)
- 100% of staff participated in professional development through Great Books Foundation on conducting Socratic Seminars (Shared Inquiry) sessions. This professional development will support improvements in teacher questioning and student discussion. (September – June 2013)

- On-going professional development will be provided by Great Books Foundation, Instructional Coach and the Principal on this school-wide initiative (fostering student discussions and teacher questioning). (September – June 2013)

Strategies to increase parental involvement

- Parents receive a monthly curriculum newsletter from each teacher that outlines the unit of study for the month. This newsletter outlines the goals of the unit and the topics being taught. It is sent home with each student in their backpack and posted on the school’s website on the class page. This allows parents to become informed of the learning targets for each curricular subject.
- Parent meetings for target students to inform parents of student strengths and weaknesses and plans for intervention.
- We have purchased a school website through eChalk to increase parental involvement. Parent Coordinator and teachers work collaboratively to ensure that the website contains timely and relevant information for parents.
- We send home parent surveys four times per year to assess parent knowledge of curriculum and further needs. This survey is coordinated by the School Leadership Team and enables us to know what additional needs exist in our school community.
- Parent Coordinator conducts parent workshops to keep parents informed on school-wide initiatives.
- Parent Teacher conferences (2x a year), School Leadership, PTA and Title 1 meetings.
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- PTA newsletters; school phone messenger system
- ARIS parent website

Budget and resources alignment

- Indicate your school’s Title I status: X 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 Title III Grants Other

If other is selected describe here:

Service and program coordination

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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	Tier 2 – Leveled Literacy Intervention Program	One to one	During the school day
	Tier 2 – Small group instruction (repeated reading, Guided Reading, Guided Writing, Guided Math, data driven strategy groups)	Small group	During the school day, extended day
	Tier 2 – AIS Services (Hooked on Phonics, Raz Kids, Acuity instructional tools, Kaplan, Guided Reading, Guided Writing)	Small group	During the school day, extended day
	Tier 1 – Data driven small group instruction, Guided Reading, Guided Writing, conferences	One to one, small group	During the school day
	Shared Reading Guided Reading Choral Reading Close Reading strategies		

	<p>Leveled Text Frames to guide reading Reading for Meaning strategies Conferences</p>		
Mathematics	<p>Tier 2 – AIS Services (Investigations and Everyday Mathematics games, Acuity instructional tools, Math tutoring)</p> <p>Tier 1 – Data driven small group instruction (Guided Math, Kaplan, conferences)</p> <p>Use of manipulatives Use of visuals Small group instruction Guided math groups Math games to practice conceptual learning</p>	One to one, small group	During the school day, extended day
Science	<p>Tier 1 - Data driven instruction using blended approach (FOSS and Harcourt)</p> <p>Rereading text Frames to guide reading Modification of font Use of color coding Questioning the author Visuals Leveled Text Books on Tape</p>	One to one, small group	During the school day

<p>Social Studies</p>	<p>Tier 1 – data driven instruction using blended approach (tradebooks and Harcourt)</p> <p>Rereading text Frames to guide reading Modification of font Use of color coding Questioning the author Visuals Leveled Text Books on Tape</p>	<p>One to one, small group</p>	<p>During the school day</p>
<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<p>SETTS Teacher, Literacy Coach, ESL Teachers, Speech Teacher, Occupational Therapist</p>		

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.

P.S. 26 has a hiring committee which is comprised of the Principal, IEP Teacher and Instructional Lead Teachers. This team has created interview questions and protocol for potential candidates. We seek candidates who have demonstrated that they fall in the effective and/or highly effective range on the Danielson rubric. This is measured through student data, student work samples and a demonstration lesson. P.S. 26 has a collaboration with local universities, such as, The College of Staten Island, Wagner College and St. John's University to attract qualified candidates.

All staff members receive on-going professional development from the Principal, Literacy Coach, Network support staff and outside consultants to ensure alignment of practice with school-wide and New York City DOE instructional expectations. All professional development is geared to meet school-wide expectations and goals, as well as individualized needs.

PARENT INVOLVEMENT POLICY (PIP)

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. P.S.26 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; the Common Core State Standards are being introduced to parents via workshops and individual conferences.
- 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; The Title I Parent Involvement funds will be used for all families to attend an evening of shared learning. Ideas include a Literacy Evening for families including a Bedtime Story theme, a used book "swap", giveaways and Read Alouds.
- 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; Workshops for the school year include but are not limited to: Science Projects, Common Core, Parent Teacher Conferences, Middle School transition, Kindergarten Orientation, Family Learning activities at

home, Community Activities for families and children, Library Skills. Parents are invited to use available computers as needed.

- 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;
- hosted the required Annual Title I Parent Meeting on October 16, 2012 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; Family Picnic on May 30, 2013 for all students and parents. Family Literacy night in early spring.
- 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

P.S.26 in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved; Meeting was held on October 16, 2012.
- 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; Monthly PTA meetings and Student Leader celebrations are being held in the evenings at 6 p.m. for the convenience of parents.

- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

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

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

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

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the [?](#).

Part I: School ELL Profile

A. School Information [?](#)

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

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

Principal Laura Kump	Assistant Principal type here
Coach type here	Coach type here
ESL Teacher Jessica D'Esposito	Guidance Counselor type here
Teacher/Subject Area Muriel Timari/SETTS	Parent type here
Teacher/Subject Area type here	Parent Coordinator type here
Related Service Provider type here	Other type here
Network Leader type here	Other type here

C. Teacher Qualifications [?](#)

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

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

D. School Demographics

Total number of students in school	145	Total Number of ELLs	13	ELLs as share of total student population (%)	8.97%
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Part II: ELL Identification Process

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

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

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

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

3. To ensure that parents have received the information we call them over the phone or speak with them in person. We invite parents to the school within the first 10 days of enrollment for the orientation. There they watch the DVD from the EPIC binder. The DVD contains information about the three programs (ESL, TBE, and Dual Language). After the DVD is shown, we answer any questions they may have. At this meeting we ask that parents take the time to fill out the Parent Survey and Program Selection form. If we do not receive the form at the meeting then we reach out to the parent over the phone or in person to ensure they return the forms. After parent selection forms have been returned, we make three copies. The original copy is placed in the student's cumulative file, one copy is given the Parent Coordinator, and the third copy is given to the ESL teacher.

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

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

2010-2011 school year, 4 out of the 6 newly enrolled students chose the ESL program. For the 2011-2012 school year, the two new students chose the ESL program. In the event of having 15 or more students in two consecutive grades who chose a Transitional Bilingual program we would create the program. To keep track of parental option, the ESL teacher keeps a binder with a copy of the parent option form.

6. The program model that parents have chosen is offered at our school. Many of our parents select the ESL Program. In order to provide any parent who requests a bilingual program we inform them of other schools with programs and also explain that if we have 15 students on two consecutive grades who speak the same language we would open up a bilingual class.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <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 #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained														0
Push-In	2	2	0	2	2	2								10
Total	2	2	0	2	2	2	0	0	0	0	0	0	0	10

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	13	Newcomers (ELLs receiving service 0-3 years)	9	Special Education	2
SIFE	0	ELLs receiving service 4-6 years	4	Long-Term (completed 6 years)	0

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

ELLs by Subgroups

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

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

Dual Language (ELLs/EPs)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ____

Asian: ____

Hispanic/Latino:

Native American: ____

White (Non-Hispanic/Latino): ____

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	2	2		2	2	1								9
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish		1												1
Albanian				1										1
Other					1	1							P.S	2
TOTAL	2	3	0	3	3	2	0	0	0	0	0	0	0	13

Part IV: ELL Programming

A. Programming and Scheduling Information

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6 years).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

1. Our school has a pull-out and push-in ESL program. ELL's have been placed in the same class so that more push-in is possible so that ELL's do not miss the class work. Pull-out groups are put together according to grade level. We have a Kindergarten and Grade one pull-out group. The other pull-out group is Grade Three to Grade Five.

2. Beginning and Intermediate students receive 360 minutes of ESL instruction by a certified teacher. Advanced students receive 180 minutes of ESL instruction by a certified teacher and 180 minutes of ELA instruction from the certified classroom teacher. Due to the small amount of ELL's the students are able to receive these minutes from the one certified teacher. Advanced students receive four periods of 45 minutes of ESL instruction per week. Intermediate and beginning students receive eight periods of 45 minutes of ESL instruction per week.

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

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

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

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

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

Courses Taught in Languages Other than English 

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

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

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

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Usage and Supports

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



	Dual Language		
100%			
75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

B. Programming and Scheduling Information--Continued

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

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

9. For students who are transitioning out of the ESL program the classroom teacher and ESL teacher will collaborate to make sure student is continuing to progress. These students will also be monitored by the ESL Teacher during push-in periods. If needed, at risk services will also be offered to the student to ensure they continue to perform academically. Students who have passed the NYSESLAT within two years who are considered former ELL's receive test accommodations. They receive the same test accommodations as current ELL's.

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

11. We have no programs that will be discontinued.

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

13. Within the ESL program, "On Our Way To English" by Rigby is a series with guided reading books, shared reading books and charts that is used to support language acquisition. The National Geographic series as presented by the Response to Intervention workshops is also used. Within the classrooms, students have access to netbooks and a smart board. These are used to supplement lessons with pictures, videos, and activities. For Math, ELL's have their Everyday Math Materials that include journals, reference books, and Math manipulatives. Lower grades are using the Math Program "Investigations" which has a stronger focus on problem solving to promote math and literacy. Kaplan Math and ELA test prep books are also materials that are available. The teacher's guide includes ideas to help scaffold ELL's learning. Kindergarten to Grade Three has a Core Knowledge program with materials that students use. This series provides readers, and workbooks. There are also a class set of large pictures to help provide students with the needed background knowledge.

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

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

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

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

C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

D. Professional Development and Support for School Staff

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

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

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

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

E. Parental Involvement

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

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

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

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

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

Part V: Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)		3												3
Intermediate(I)				1	1	1								3
Advanced (A)	2			2	2	1								7
Total	2	3	0	3	3	2	0	0	0	0	0	0	0	13

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

NYSESLAT Modality Analysis

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

NYS ELA

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

NYS Science

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

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language

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

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

6. Describe how you evaluate the success of your programs for ELLs.

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

2. and 3. The LAB and NYESLAT Data shows that in the lower grades (K-1) There is a recent trend of students coming into Kindergarten at a higher level and leaving Kindergarten at a lower level. This may be happening because of the LAB's focus on oral language. In order to overcome this, both in Kindergarten and First Grade, students will receive more push-in ESL instruction during literacy to improve students reading and writing skills.

In the upper grades, the data shows that there were more students at an advanced level than any other. These students will be receiving most of their instruction through ESL push-in. Those students that were not advanced are now receiving both push-in and pull-out within smaller groups to receive more small group support.

4.a. When looking at the results of the State Tests for ELL's we see that from our current ELL students, four students scored at a level two and one student scored at a level 3 in Math. For ELA, one student scored a level 3, two scored at a level 2 and one student scored at one. One of our ELL's did not take the ELA. In relationship to the other students in school, ELL's who scored a two were closer to the bottom while those that scored a three were closer to the top.

b./c. We do not use ELL Periodic Assessments.

6. We evaluate the success of our ELL programs by looking at the NYSESLAT, LAB-R and State Exams. We determine if students have made progress from year to year. If we see an improvement in students achievement we continue with the strategies that we used. When we see that there is an area where students have not improved, we see what changes in the program need to be made (such as grouping, strategies, and push-in periods.)

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: PS 26

School DBN: 31R026

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Laura Kump	Principal		11/29/11
	Assistant Principal		1/1/01

School Name: PS 26

School DBN: 31R026

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

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

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

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

Cluster: 6 **Network:** 609

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

Part A: Needs Assessment Findings

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

Home language forms are reviewed for language used by parents and ELL students to receive communications in both English and their home language. Staff ensures that the blue emergency cards are filled in regarding preferred language of communication, both oral and written. Teachers and staff are instrumental in assessing parental needs for language translation and interpretation. The Parent Coordinator follows up with families to make sure that their needs are being met.

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

There are approximately 20 families who need items translated, the majority being Spanish. Other languages our families speak include Albanian, Chinese, Polish and Italian. A list of students whose families require translation and interpretation services was compiled by the Parent Coordinator. Instructions for contacting the Translation and Interpretation unit have been distributed.

Part B: Strategies and Activities

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

Written translations are provided by the DOE translation and interpretation unit. Notices to parents will be sent for timely distribution of notices to non-English speaking families. We will also reach out to bi-lingual parents to assist non-English speaking parents.

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

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

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

Parents whose primary language is a covered language are provided with Parent Bill of Rights and Responsibilities which detail their rights regarding Translation and Interpretation Services. Translation Posters and signs are posted in the main lobby.