



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: JESSE OWENS SCHOOL
DBN (i.e. 01M001): 16K026
Principal: CYNTHIA CELESTINE
Principal Email: CCELEST@SCHOOLS.NYC.GOV
Superintendent: EVELYN SANTIAGO
Network Leader: CYNTHIA FELIX

School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Cynthia Celestine	*Principal or Designee	
Patricia Brown	*UFT Chapter Leader or Designee	
Marta Torres	*PA/PTA President or Designated Co-President	
Debra Ellison	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Keisha Richardson	Member/ UFT	
Brenda Burton	Member/ UFT	
Janis Barnes	Member/ PTA/Co-President	
Andrea Jackson	Member/ UFT	
Stan Morse	Member/ Parent	
Joy Drummond	Member/ Parent	
Naeemah High	Member/ Parent	
Michael Sharpe	Member/ Parent	
	Member/	

Signature of constituent only indicates participation in the development of the SCEP, not approval. **Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

Guidance for Developing and Completing the Annual Goals and Action Plan Section

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- 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, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed

X	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
X	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
X	Academic Intervention Services (AIS)
X	Title I Plan (Only for schools receiving Title I funding)
X	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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.

By June 2014 the volume and quality of students' response to informational/explanatory writing in grades K-5 will increase by at least 5% as measured by the New York City English Language Arts Performance assessment.

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.

Data analysis showed that over the past three years students have performed below 50% on the New York State English Language Arts short and extended response questions. In 2013 the average response to informational based text was approximately at 45%. Through focusing on student response to reading informational/explanatory texts, students in K-5 will be identified, progress monitoring will increase and the data will be used to drive instruction and close gaps.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. All grades will complete the New York State Baseline Performance task in ELA during the Fall
2. Teachers will meet during common planning and Inquiry time to unpack the Journeys reading program and align the curriculum to the Common core Learning Standards.
3. Teachers will identify writing needs according to customized rubrics and implement strategies to teach the skills
4. Teachers will administer and review unit assessments and on demand writing. Results will be used to identify successes and gaps, inform next steps for teaching and learning
5. Vertical and horizontal Teacher Teams will meet with administration to look at student work, set goals for sub-groups to maximize their learning potential.
6. Teachers will meet with Literacy Consultant for professional learning sessions to enhance students' response to informational/explanatory writing.
7. MClass will be used to identify reading and instructional levels, progress monitoring and provide performance level tasks for individual students. The volume of informational text in classroom libraries would be increased to 50%.

B. Key personnel and other resources used to implement each strategy/activity

The Key Personnel are CFN 612 Professional Development Team, Administrators, Literacy Consultant, Teacher Teams, Instructional Lead Teachers

1. The Key Resources are Title I SWP will be used to purchase days with Literacy Consultant to enhance literacy instruction across the grades
2. Key resources of Tax Levy Funding will be used for planning.
3. Tax Levy Fair Student Funding allocation will be used for teacher coverage for monthly intra-visitations with a focus on reading and writing literacy workshops provided by the CFN.
4. Tax Levy Funding will be used for Afterschool Per Session planning across the grades.
5. Title I SWP funding will support Professional Development provided by administration.
6. Title 1 5% Highly Qualified will be used to purchase Professional Development days with Literacy Consultant
7. TL NYSTL Educational Software funding will be used to purchase MClass Dibels package. Enhance libraries with 50% nonfiction leveled books that will be purchased for upper and Lower grades using NYSTL text allocation.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Rubrics would be used as an evaluative tool for scoring student writing as a means to establish a shared understanding of the expectations in the

classroom and on the New York State and NYC Performance Assessments.

2. Student work samples would be analyzed within a specific element of the rubric to consider the implications of assessment practices on instruction and the development of student skills.
3. Teacher would confer with students at least three times a month with a focus on ways to improve their writing.

D. Timeline for implementation and completion including start and end dates

1. The timeline will be from September 2013 to June 2014

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

Resources that will be used to support each instructional strategy/activity:

1. Academic Intervention Services (AIS), Special Education Teacher Support Services (SETSS) will provide and coordinate services to students in consultation with the classroom teacher(s)
2. Maintain close communication with After-school Programs concerning students' needs and performance.
3. Maintain and support partnership with Medgar Evers College and student interns as they implement a remedial reading program to help targeted students in Kindergarten and Grade 1.
4. Promote Extended Day small group instruction
5. Saturday Academy – to provide small group instruction to targeted students

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).

1. Information sessions will be held for parents on the Common Core Learning Standards and the Citywide Expectations across grades
2. Parents will be informed of the beginning of new units via school communication folders
3. Provide oral and written translations for parents of during Information sessions
4. Parent Workshops will be conducted to inform parents of ways to assist their child at home.
5. Parents are trained through Learning Leaders to participate in the Class Parent Program
6. Parent monthly Newsletters and Calendars of school activities

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	X	Title IA	Title IIA	Title III	X	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #2

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 June 2014 at least 5% of the following sub groups - English Language Learners and Students with Disabilities who have been enrolled in the school for at least 3 years will attain a level 2 or higher on the New York State English Language Arts assessment.

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.

The disaggregated data from the New York State English Language Arts and Math Assessments revealed that ELLs and SWDs are performing at a lower level when compared to English Proficient students and students without disabilities. In ELA 3.7% of Students with Disabilities (and 0% of English

Language Learners s received a level 3 or above. In math 0% of English Language Learners and 13.8% of Students with Disabilities received a level 3 or above. In ELA 23.6% of students without disabilities and 20.6% of English proficient students received a level 3 or above. In math 30.2 % of English proficient students and 32.4%% of students without disabilities received a level 3 or above. Analyses showed that English Language Learners and Students with Disabilities were the groups most deficient in students' growth.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

1. Strategies/activities that encompass the needs of identified subgroups

The research-based instructional strategies and activities that will be used to achieve this goal are:

Intervention Plan for struggling students that scaffolds and shows student improvement overtime.

1. Response to Intervention Program with Progress Monitoring
2. Flexible instructional groups
3. Incorporate appropriately challenging Common Core aligned tasks (differentiation) to develop independent or self-directed study skills
4. Integrate basic skills and higher level thinking skills into the curriculum.
5. Monthly assessment aligned to the Common Core Learning Standards and simulating the NYS ELA and Math assessments
6. Book Clubs – Read aloud, discussions, written and oral responses two days a week
7. Leveled Spanish Reading and progress monitoring books for Spanish speaking ELLs
8. Articulation between classroom and ESL Teacher and Special education Teachers to discuss strategies, progress, students' needs and learning target action plans.
9. Use of glossaries to help students learn and build meaning of new, unfamiliar words
10. Professional Development for teachers on current research, mandates and practices on teaching ELL's and students with disabilities.

2. Key personnel and other resources used to implement each strategy/activity

The Key Personnel are CFN 612 Professional Development Team, ESL Teacher, Special education Teachers, Guidance Counselor, Administration
Other resources are:

1. Title 1 SWP Students In Temporary Housing will fund program.
2. Title 1 SWP Translation to provide translation services for student testing.
3. Title 1 SWP resources will support programs as RtI and UDL.
4. Tax Levy funding will be used to purchase educational Software for RtI and Progress Monitoring.
5. Tax Levy funding will fund necessary resources for assessment.
6. TL NYSTL Library will buy books
7. Spanish speaking children will use books purchased with Title 1 SWP Translation funding.
8. Title 1 SWP Translation and Tax Levy funding will pay for Per Session.
9. Purchase textbooks using TL NYSTL Textbooks.
10. Title 1 5% set aside Highly Qualified

3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

. Targets to evaluate the progress, effectiveness, and impact of each strategy/activity is that compared to Peer Horizon schools students will perform at or above the median value of all peer schools.

1. Rubric would be used as an evaluative tool for scoring student writing and establish a shared understanding of the expectations of the NYC Performance Assessments.
2. Samples of student work will be analyzed within a specific element of the rubric to consider the implications of assessment practices on instruction and

the development of student skills.

4. Timeline for implementation and completion including start and end dates

1. The time line for implementation and completion will be from September 2013 to June 2014.

5. Describe programmatic details and resources that will be used to support each instructional strategy/activity

The **programmatic details and resources that will be used to support each instructional strategy/activity are:**

1. Opportunities for grade team meetings at least three times a week to plan and discuss strategies that work, and look closely at students' work
2. Integrate multiple disciplines into area of study
3. Emphasize Shared Reading and Close Reading in responding to non-fiction and complex texts
4. Opportunities for Professional Development for teachers to ensure that teachers are familiar with the latest methodologies to improve students' learning.

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).

Ways to improve parent involvement are:

1. Attend at least two sessions on the Common Core Standards facilitated by the Literacy Consultant
2. Attend Parent Workshop on ways to help students at home and Current City and State Mandates
3. Utilize Parent Communication folder as a means of communication between home and school.
4. Math Workshops on the Common Core State Standards facilitated by Administration
5. Provide oral and written translations for parents of during Information sessions

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	X	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #3

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.

By June 2014, 100% of the pedagogical staff will have participated in cycles of observation based on their choice of Option 1 or 2 for teacher evaluation and obtained Developing or higher based on observation feedback in alignment with the Danielson Rubrics.

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.

In order for students to perform at high levels, teachers The goal to have students think and reflect, deepen and demonstrate their understanding, and to test their ideas against those of their classmates, generated this identified need for teachers to ask high quality questions . Teachers currently ask students a series of (usually low-level) questions in a type of verbal quiz. Based on the Common Core Learning Standards ELA Shifts the focus must be for teachers to use of questioning to deepen students' understanding.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

1 Strategies/activities that encompass the needs of identified subgroups

1. Engage pedagogical staff in short cycles of observation and give quality feedback using a professional framework;
2. Faculty and grade meetings will introduce and clarify the validity of short cycles of observation;
 1. Shared accountability for moving students to a level beyond novice through feedback, differentiation, looking closely at students' work, and analyzing student data;
 2. Professional development through inter-visitation and intra-visitations; AUSSIE Professional Learning sessions, viewing webinars/videos of best practice; Lead Teacher PD; and attending workshops hosted by network;
 3. 100% of teachers will use technology to enhance instruction;
 4. Teachers will share S.M.A.R.T goals with supervisor;
 5. Goals will be revisited with teacher and supervisor throughout the year;
 6. Grade planning weekly - plans will reflect higher order thinking skills as evidenced by open-ended questions and tasks that reflect Depth of Knowledge Levels 3 and 4.
 7. Vertical and horizontal grade planning
 8. Articulation and planning between teachers and Instructional Leads in each curriculum area.
 9. Develop specific examples of what effective and highly effective teaching practice looks like

2 Key personnel and other resources used to implement each strategy/activity

The Key Personnel are CFN 612 Professional Development Team, Classroom Teachers, Administration
Other resources are:

1. Title 1 SWP will pay for teacher per session meeting.
2. Title 1 SWP 5% HQ will pay for per diem during professional development.
3. TL NYSTL to enhance teacher technology instruction.
4. Title 1 SWP 5% HQ will pay for per diem during professional development.
5. Tax Levy will pay for coverage during PD sessions
6. Pay teachers Per Session using Title 1 SWP 5% HQ.
7. Tax Levy will pay for planning sessions.
8. Tax Levy will pay for coverage during meetings.
9. Title1 SWP 5% HQ for PD for enhancing teacher practice.

3 Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Questions of high cognitive challenge, formulated by both students and teacher
2. Questions with multiple correct answers, or multiple approaches even when there is a single correct response
3. Effective use of student responses and ideas
4. Discussion with the teacher stepping out of the central, mediating role
5. High levels of student participation in discussion
6. Students initiate higher-order questions.
7. Students extend the discussion, enriching it.
8. Students invite comments from their classmates during a discussion.

4 Timeline for implementation and completion including start and end dates

1. The timeline for implementing and completing is from September 2013 to June 2014.

5 Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. The programmatic details and resources that will be used are teachers will meet in vertical and horizontal groups to

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).

Strategies to increase parental involvement

1. Learning goals will be sent home for parents' review, input, and signature;
2. Teachers, Parent Coordinator, Administrators, and Literacy consultant will facilitate parent workshops on Common Core Standards for each grade;
3. Parent Coordinator and Administration facilitated Parent Workshops.
4. Invite parents to Publishing Day to listen to their child's presentation of his/her stories.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	X	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #4

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.

By June 2014, 100% teachers would use data to inform and differentiate instruction in a Standards-based mathematics program that will lead to a minimum of 2% increase on the New York State Mathematics assessment.

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.

The Shifts in the Common Core Learning standards demands that students become fluent in computation and problem solving.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

2. Strategies/activities that encompass the needs of identified subgroups

1. Students in Pre-K - 5 will complete a baseline assessment in September 2013.
2. Teachers will meet during common planning to review the envision Math Curriculum and Math Standards to plan lessons and assessments.
3. The Instructional Math Lead will meet and turnkey information from attending Math Professional Development facilitated by CFN Network 612
4. Teachers will review individual assessment results by class and across the grade to inform next steps for teaching and learning including Baseline assessment, Interim Assessments, End of Unit test, and teacher created materials.
5. Teachers will meet with administration once a month to look at student work and make adjustment to the curriculum.
6. Teachers will meet with the Math Instructional Leads and administration for professional learning sessions to enhance the teaching of mathematics.
7. All grades will conduct conferences and strategy lessons in math.

3. Key personnel and other resources used to implement each strategy/activity

Key Personnel are: Administration, CFN 612, Vendors facilitate workshop for implementing the curriculum, and Math Instructional Leads.

- 1.—Pre-K Title 1 funds will be used to purchase material required for activities pertinent to activity.
2. Title 1 SWP Per Diem will pay for Substitutes while teachers are meeting.
3. Title1 SWP for coverage during sessions.
4. Tax Levy funds will pay for Per Session.
5. Tax Levy funds will pay for materials and/resources used during sessions.
6. Professional Development will be funded using Tax Levy allocation.
7. Conferences and lessons will occur afterschool using Tax Levy Per Session.

4. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Baseline Assessment, Pre-assessments; End of Unit Assessment, the use of exit slips, progress monitoring from one test to another.

5. Timeline for implementation and completion including start and end dates

1. The time line is from September 2013 – June 2014

6. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Math books and test sophistication materials will be purchased for upper and lower grades using the Tax Levy and NYSTL Textbook allocation based on an assessment of student needs;
2. Instructional Leads, peers, and administration will support teachers in conducting demonstration math lessons;
3. TL Fair Student Funding absence coverage allocation will be used for teacher coverage;
4. Teachers will attend Math workshops given by the CFN and Math Core Curriculum Training. Monthly intra-visitations will be scheduled with a focus on mathematics;
5. Title I SWP funding will support the Title I Math teacher to provide direct intervention to students and professional development sessions for staff;
6. Schedule includes common planning across the grades.
- 7.

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).

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

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	X	Title IA		Title IIA		Title III		Set Aside		Grants
List any additional fund sources your school is using to support the instructional goal below.											

Goal and Action Plan #5

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.

By June 2014, the level of home and school communication will show an increase from 2013 when sign-in sheets at school events such as PTA meetings, workshops, and Parent /Teacher Conferences are monitored and compared.

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 NYC School Survey 2012 – 2013 Report, the parents' responses to the question about opportunities to be involved in their child's education increased by more than 25%. It is imperative to continue the improvement level of home and school communication and this in turn will enhance the number of parents involved in the academic progress of our students.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

- **Strategies/activities that encompass the needs of identified subgroups**

1. Parents will be informed of student learning goals;
2. Literacy consultant and teachers will conduct parent workshops on the new Core Curriculum Standards;

3. Learning goal sheets will be sent home for parents review, input and signature;
4. Learning goals will be discussed at Curriculum Night and Parent -Teacher Conferences;
5. Parent Coordinator will contact hard to reach parents in order to boost participation;
6. Parent Coordinator will schedule on going meetings and workshops with families on topics such as : Progress Report, Parent Surveys, and Middle school applications;
7. SLT and PTA will work simultaneously to increase participation

• **Key personnel and other resources used to implement each strategy/activity**

The Key Personnel are School and National PTA, Parent Coordinator, Parent Academy; All stakeholders

1. Title 1 Parent Involvement funds will be used to support workshops for this activity
2. Title 1 Parent Involvement will pay for parent workshops/sessions, supplies on Core Standards.
3. School Leadership Team Parent Involvement funds will be used to supply material used to support activities.
4. Supplies and snacks for parents will be purchased with Title 1 Parent Involvement funds.
5. Tax Levy Parent Coordinator and Students In Temporary Housing (Sth) will be used to fund meetings where Sth parents learn about afterschool and...
6. Workshop supplies and handouts for parents - Tax Levy Parent Coordinator allocation.
7. SLT and Title 1 Parent Involvement funds will be used to host parent information events.

• **Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. Increasing parental involvement at school events and academic workshops.

• **Timeline for implementation and completion including start and end dates**

1. The time line will be from September 2013 – June 2014.

• **Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. Workshops by Parent Coordinator on ways for parents to access their child's academic information;
2. Literacy consultant provides grade specific workshops for parents;
3. Parent Nutrition Workshop provided through a partnership with Cornell University.

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).

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

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	X	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

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

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. 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.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	Extended Day; Cluster teachers – AIS Targeted Services – Enrichment Model Book Clubs - Read Alouds of various genres Medgar Evers College Reading Intervention SETSS	Extended Day; Cluster teachers – AIS Targeted Services – Enrichment Model Book Clubs - Read Alouds of various genres Medgar Evers College Reading Intervention SETSS	Extended Day; Cluster teachers – AIS Targeted Services – Enrichment Model Book Clubs - Read Alouds of various genres Medgar Evers College Reading Intervention SETSS
Mathematics	Extended Day Cluster teachers - AIS SETSS	Small group Push in /Pull out Small group, one on one	3x a week – before school During the school day During the school day
Science	Intervention teacher Science teacher	Intervention teacher Science teacher	During the school day During the school day

Social Studies	Pull out/Push Program	Small group	Small group
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Pull out/Push Program	Small group; one on one	Small group

**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

2. All elements of the *All Title I Schools* section must be completed*.
2. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
3. Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

Indicate with an "X" your school's Title I Status.			
X	School Wide Program (SWP)	Targeted Assistance (TA) Schools	Non-Title I

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
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 that teachers are HQT, as defined by NCLB.

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
Professional Development is differentiated to meet the needs of the teachers. This differentiation takes into consideration: The teachers' goals, students' needs and the Teacher Effectiveness Framework.

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <i>the intent and purpose</i> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
For students in temporary housing (STH), funds are used to purchase supplies, school uniforms and books. For PBIS, we have implemented "Going for the Gold" wherein students earn gold coins for positive behavior and use those coins to purchase tangible items on the Golden Cart.

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).
Career and College Readiness begins in the Pre-Kindergarten class. The curriculum in the content areas are aligned to the Standards, therefore the transition from Pre-K to Elementary is very smooth.

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
Grade Teams meet monthly with Administration and Grade Leaders also meet monthly with administration. Vertical and horizontal meetings facilitate dialogue and decision making regarding appropriate assessment measures

TA Schools Only

Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.

TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required 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.

Parent Involvement Policy (PIP) Template

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
MAY BE LAST YEARS BUT MUST BE UPDATED

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

The Jesse Owens School – PS 26 agrees to implement the following statutory requirements:

- The school will put into operation programs, activities, and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan;
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English Proficiency, parents with disabilities, and parents of migratory children, including providing information upon request, and, to the extent practicable, in a language parents understand;

- The school will provide the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent;
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities, and procedures in accordance with this definition:
 - Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
 1. That parents play an integral role in assisting their child’s learning;
 2. That parents are encouraged to be actively involved in their child’s education at school;
 3. That parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
 - 4. The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

SCHOOL-PARENT COMPACT

REQUIRED OF ALL SCHOOLS

CAN BE LAST YEARS BUT MUST BE UPDATED

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

THE JESSE OWENS SCHOOL P.S. 26

SCHOOL / FAMILY COMPACT 2013 - 2014

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

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

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

Parent Signature

Date

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

2.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

District 16	Borough Brooklyn	School Number 026
School Name Jesse Owens School		

B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal Cynthia Celestine	Assistant Principal Nola Spence
Coach type here	Coach type here
ESL Teacher Iris Torres	Guidance Counselor Melanie Mills
Teacher/Subject Area type here	Parent Marta Torres
Teacher/Subject Area type here	Parent Coordinator Daquan Vann
Related Service Provider type here	Other type here
Network Leader(Only if working with the LAP team) 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 currently teaching in the ESL program.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program		Number of teachers who hold both content area and ESL certification	
Number of certified bilingual teachers currently teaching in a bilingual program		Number of certified NLA/foreign language teachers		Number of teachers who hold both a bilingual extension and ESL certification	1
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program		Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification		Number of special education teachers with bilingual extensions	

D. Student Demographics

Total number of students in school (Excluding Pre-K)	235	Total number of ELLs	20	ELLs as share of total student population (%)	8.51%
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Part II: 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														
Pull-out	3	5	6	3	2	1								20
SELECT ONE														0
Total	3	5	6	3	2	1	0	20						

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	20	Newcomers (ELLs receiving service 0-3 years)	17	ELL Students with Disabilities	2
SIFE	0	ELLs receiving service 4-6 years	3	Long-Term (completed 6+ years)	

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 SWD. [?](#)

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	17		1	3		1				20
Total	17	0	1	3	0	1	0	0	0	20

Number of ELLs who have an alternate placement paraprofessional: 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
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

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	EL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	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
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	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
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	5	3	2	1	1								14
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic	1		2											3
Haitian					1									1
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other			1	1										2
TOTAL	3	5	6	3	2	1	0	0	0	0	0	0	0	20

Part III: Assessment Analysis

Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	2		2	1		1								6

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)		3	1	1	1									6
Advanced (A)	1	2	3	1	1									8
Total	3	5	6	3	2	1	0	0	0	0	0	0	0	20

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	1	1			!Und
4	2				
5	2	1			
6					
7					
8					
NYSAA Bilingual (SWD)					

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	2		1						
4			2						
5	1		2						
6									
7									
8									
NYSAA Bilingual (SWD)									

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4					2				
8									
NYSAA Bilingual (SWD)									

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 Foreign Language				
Government				
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								

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 will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

Our school uses M-Class, DIBELS to assess the early literacy skills of ELLS. Data from these assessments is used to target and provide intervention instruction on the specific skills the students have not acquired or are struggling on. Most of our ELLS at this age level seem to be doing fairly well in these assessments as compared to their peers.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
During the Fall 2013 administration of the Language Assessment Battery Test (LAB-R) two students in Kindergarten scored at the beginning level and one advanced, two newcomers in grades two and three scored at the beginning level. Based on the Spring 2013 of the New York State Proficiency Test (NYSESLAT) data for students enrolled in the school in May 2013, three English Language Learners were tested in kindergarten grades, five in grades 1-2, five English Language Learners in grades 3-4, and three English language Learners in grade 5.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

NYSESLAT 2013 Proficiency Levels

Grades 1-2 - two intermediate, and three advanced

Grades 3-4- one beginning, three advanced, and one proficient

Grade 5- one beginning, one intermediate, and one advanced

NYSESLAT data is used to determine the levels of language proficiency achieved by the students in each modality and to drive ESL and differentiated instruction in the ESL classroom and the regular classroom. NYSESLAT 2013 data is not giving us levels of proficiency by combined modalities but raw scores for each modality. This data will be analyzed to see the raw scores each student got and should get to scored proficient on each modality and on which modality or modalities the student needs to get more instructional support.

Students who need additional support in the areas of reading and writing will receive more English as a Second Language academic language instruction in these areas as they continue increasing their social language when they are pulled out for English as a Second Language instruction.

4. For each program, answer the following:
 - a. 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?

Two ELLs in third grade in the advanced level of language proficiency took the ELA and Math tests. They scored levels 1 and 2. A newcomer in third grade took the math test and scored level 2. Two advanced students took the ELA, math, and Science standardized tests in fourth grade. They scored level 1 on the ELA, level 2 in the math, and level 3 in the science. One beginning ELL, one intermediate, and one advanced in grade 5 scored levels 1 and 2 in the ELA and levels 1 and 2 in the math. ELLS were provided with bilingual dictionaries, and glossaries. Three students received oral translation in Arabic and Fulani. In previous years these accommodations had helped the ELLS to score levels 2 or 3 on the content area tests.

b. c. Results of the interim assessments in ELA and Math are used to provide ELLS with differentiated instruction and interventions in the areas that they are struggling. Spanish speaking students fluent in reading and writing in their native language can take the Spanish version of the assessments in Spanish when available. All students are provided with bilingual dictionaries and glossaries that they can use to take the assessments and also in the classroom throughout the school day.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)
Different assessments and data is used to provide ELLS with research based instructional strategies and differentiated instruction that will meet their needs and provide academic support.
6. How do you make sure that a child's second language development is considered in instructional decisions?

Second language development is considered to provide students with text books and other resources when available in other languages in the classroom as well as the use of bilingual dictionaries, cognates, and glossaries.

7. 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?

Paste response to questions here:

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
When parents come to register their children at our school they are given a Home Language Survey (HLIS) to complete indicating the language that is spoken at home. Translated versions of the Home Language Surveys in 9 different languages are available and provided to parents who need them. Since most of our ELLS are spanish speakers the ESL teacher fluent in Spanish conducts the informal oral interview with the spanish speaking parents. For other low incidence languages the interview is done using an interpreter from the Translation and interpretation unit.
Spanish speaking students who are tested with the LAB-R and are entitled to receive services are also given the Spanish LAB to determine native language proficiency. Our Spanish bilingual ESL teacher revises all the Home Language Surveys completed by parents to make sure that all questions were answered, surveys were signed, and conducts the informal interview. The teacher determines if a new entrant student into the school system is eligible to be tested to determine entitlement to receive Bilingual/ESL services by looking at the responses given by parents and following the criteria to determine eligibility. .
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.
Once students are identified to be tested with the LAB-R test, they are tested within ten days of enrollment in the school. Entitlement letters, parent’s brochures, and program selection forms along with an invitation to attend a Parent Orientation at the school are sent to parents of those students who score at or below the cut off scores for proficiency in the LAB-R and are entitled to receive services for ELLS. During Parent orientation meetings for newly arrived English Language Learners parents are provided with oral and written information in their native languages about the programs for English Language Learners offered in New York City by the Department of Education, and the program available in the school and other schools within the district or nearby districts. If a parent chooses a TBE/DL program on the program selection form as his/her number one option the ESL teacher would contact the school network for assistance in finding a district and school within this district that offers the program. As soon as the information is available the ESL teacher will contact the parent to come to the school to obtain the information and discuss the preference of transferring the student or not.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)

Entitlement letters, parent survey and ,program selection forms and a parent guide are sent home as soon as it is determined the entitlement of the students to receive services. The ESL teacher also contact parents by telephone to ensure that the letters were received and to confirm that the parents will attend the scheduled orientations. The ESL teacher makes every effort to accommodate parents that request a more convenient time to attend an orientation. During the orientation meetings after viewing the video and reviewing written information parents have the opportunity to ask questions before they complete the Program Selection Forms and

decide which program they think will be the best one for their children. Copies of entitlement letters and original completed parent surveys and program selection forms are placed on the students files kept by the ESL teacher in her classroom. The ESL teacher also maintains a program file and an ELLS compliance binder where copies of the letters and parent survey and program selection forms are placed.

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.

Our ESL teacher makes every effort to ensure that parents receive the information, attend the orientation meetings, and returned and/or complete the Program Selection Forms within 10 days of the child's enrollment. Parents are informed in their native language that as soon as the parent survey and program selection forms are received the students will be placed in the program of their choice if available in the school and that they will receive a placement letter. Originals placement letters are sent home to the parents and a copy is placed in the students files, the ESL teacher file, and the ELLS compliance binder.

Continued entitlement letters are sent home to parents with the NYSESLAT parent report at the beginning of every school year. As per the Aspira Consent Decree if a parent is interested in placing his/her child in a bilingual program the school will provide the parent with information about schools in nearby districts that have bilingual programs and inform them that they have the option of transferring the student. A copy of continued entitlement letters sent home is placed in the ESL student's file in the ESL classroom and another copy in the ELLS compliance binder.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

All students receiving ESL services take the NYSESLAT test in the Spring to determine the level of English proficiency, entitlement to continue receiving services, and exiting the program. Iris Torres the ESL teacher generates the NYSESLAT Eligibility report on ATS (RLER) to ensure that all students that are receiving services and are eligible to take the NYSESLAT are administered the test.

Students are grouped to be tested in grades bands K-1, 2-4, 5-6. The components of the test are scheduled to be administered in three consecutive days listening, reading, and writing. The speaking component is administered individually to each student during the testing period time frame.

6. 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.) 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. 

After reviewing the Parent Surveys and Program selection Forms for the past three years the parents of 10 newly arrived ELLS who attended our parents orientation meetings chose the English as a Second Language program available at the school as the program of their choice. The trends in parents choices are usually the ESL program as #1 choice, TBE as #2, and Dual Language as #3. Since we don't have a large ELL population in our school and within the district the ESL program continues to be the only program that can be offered in the school. Parents of English Language Learners in the ESL program for more than one year also have the opportunity to ask questions or request information about the different programs during parent meetings hosted by the ESL teacher throughout the school year before they decide what continuation of services program they would like for their children for the current or next school year.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - 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])?
 - 1a. Our ESL program consists of a pull-out model for all the grades. Students are grouped according to age, grade, and when the need arises by level of language proficiency.
 - 1b. For the school year 2013-2014 a total of twenty English Language Learners are receiving English as a Second Language instruction. We have five beginning students, six intermediate, and eight advanced students in the levels of language proficiency and the program model implemented is Heterogeneous (mixed proficiency levels).
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)?

Students are scheduled to receive the mandated minutes of ESL instruction weekly as per CR Part 154, 360 minutes for students in the beginning and intermediate levels of language proficiency, and 180 minutes for the students at the advanced level. Students are grouped by different grades and levels to ensure that all students receive the mandated minutes of instruction.
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 foster language development and meet the demands of the Common Core Learning Standards.

ESL instruction follows a multidisciplinary thematic approach where the literacy instruction in English is integrated into social studies, math and science. To make content comprehensible and enrich language development the ESL teacher make use of instructional strategies to develop cognitive academic skills and content concepts and vocabulary (e.g. presenting information graphically, classifying, comparing and contrasting). The ESL teacher will align instruction with the common Core Learning standards by designing activities that promote higher order thinking processes in listening, speaking, reading, and writing. A literacy rich classroom where language and learning experiences are embeded in comprehensible input. Planning of lessons using the Enduring Process Model where language and content objectives are integrated to facilitate the acquisition of the academic skills ELLs need to meet the Common Core Learning Standards. Use of research based Scaffolding Strategies to help ELLS acquire higher levels of text complexity skills in language and content learning such as, Modeling, Bridging, Contextualization, Schema Building, and metacognition.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

Spanish speaking students who are administered the LAB-R are also administered the Spanish LAB if they are entitled to receive services for ELLS to measure their literacy level in the native language. Students who are literate in their native languages are evaluated in the native language by providing them with available translation versions of tests. When translation versions are not available oral translation is provided by a staff member that might be fluent in the language or the translation and Interpretation unit is contacted for assistance in finding or hiring a translator.

English Language Learners who are literate in their native languages also receive native language support by providing them with bilingual dictionaries, and available glossaries in content areas.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
Authentic assessment forms, checklists, and charts, observation checklists, and performance assessments are used to evaluate the progress the students are making on each modality as they move from one stage of language acquisition to the next
6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6+ years).
 - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

a. There are no students with interrupted Formal Education (SIFE) enrolled at the present time in our school. However, our plan for SIFE students is to provide them with literacy and content areas instruction to help them acquired the skills they need to be on grade level. Instruction will be differentiated in small groups providing also instruction in the Spanish native language by our bilingual Spanish ESL teacher.

b. Our plan for newcomers is to provide them with ESL instruction geared to develop their Basic Interpersonal Communication skills (BICS) and Cognitive Academic Language Skills (CALP), differentiated small group instruction in the regular classroom using scaffolding strategies for ELLS, the use of language software, AIS services, and other school programs. ESL instruction will also be differentiated within the groups with activities to increase English proficiency and develop the academic skills they need to do well in the regular classroom.

c. Our plan for ELLS receiving service for 4 to 6 years and long term ELLS is to provide them with intensive vocabulary instruction and interventions that will help them to continue developing and sharpening the skills in reading and writing which are the NYSESLAT components where they continue scoring advanced in the test and prevent them from scoring proficient.

7. 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?

Teachers of ELL-SWDS use the same instructional strategies and grade level materials that are used with regular ELLS but are adapted to their needs using scaffolding strategies for ELLS and modified to the short and long term goals in their IEPs. ELL-SWDS have equal access than non disabled peers to the school's academic interventions, after school programs, Saturday programs, and extra curricular activities such as violin, chess in the school, Exposure program after school, Robotics, enrichment clubs with extra curricular activities, African dance, Activity Works, swimming, and sports.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

ELL-SWDS have equal access than non disabled peers to the school's academic interventions, after school programs, Saturday programs, and extra curricular activities such as violin, chess in the school, enrichment programs, and sports.

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:			

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

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	45 minutes per day	45 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.



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

9. 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.
- ELLs who score levels 1 and 2 in the ELA, Math, and content areas tests received small group differentiated instruction in the classroom, and are invited to participate in the after school programs and Saturday programs. The interventions are offered in English. ELLs that are proficient in their native language can use bilingual dictionaries, glossaries, cognates and instructional materials that might be available in other languages.
- ELLs who scored proficient on the NYSESLAT continue receiving transitional ESL instruction and intervention services as long as they need it especially on the testing grades. They also receive small group instruction in the classroom, after school programs and Saturday programs. They continue receiving the testing accommodations for ELLs for two years.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Our ESL program has been effective in meeting the needs of our ELLs socially and academic as evident in the progress they show in the regular classroom, their progress along the stages of language acquisition and levels of language proficiency.
11. What new programs or improvements will be considered for the upcoming school year?
- After reviewing our NYSESLAT, ELA, math, and content areas data no new programs will be considered for the upcoming school year since our ELLs have been making steady progress with the program and interventions we have in place. ESL instruction will be aligned with the text complexity and higher order thinking demands of the Common Core Learning standards.
12. What programs/services for ELLs will be discontinued and why?
- No programs/services for ELLs will be discontinued.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- . ELLs have the opportunity as all students in the school to participate in all curricular and extra curricular programs/activities such as, after school programs, Saturday programs, violin, chess in the schools, African Dance, sports, swimming, Robotics
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- English language English Language Learners receive explicit ESL instruction in listening, speaking, reading, and writing using scaffolding strategies for ELLs and the Building Language Proficiency Program. This program is aligned to the common Core Standards designed in integrated content areas thematic units to help students acquired strategies and skills to manage complex texts and promote the acquisition of academic vocabulary . The ESL teacher also uses the following supplementary instructional materials to provide additional support:
- Phonics and Friends
 - Vocabulary in Context Books
 - . Bilingual books
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- . Students who enter the ESL program proficient in their native languages continue receiving native language support such as, bilingual dictionaries, glossaries, buddy-system, and translated versions of reading/math tests if available in other languages as they become proficient in English through literature in the native language.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels?
- All required services support and resources correspond to ELLs ages and grade levels because our instructional materials and intervention resources are age appropriate and correspond to grade levels in the school. Age and grade levels are also taken into consideration when grouping the students for instruction and small group interventions.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
- Not applicable
18. What language electives are offered to ELLs?
- Not applicable
19. For schools with dual language programs:
- a. How much time (%) is the target language used for EPs and ELLs in each grade?
 - b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
 - c. How is language separated for instruction (time, subject, teacher, theme)?
 - d. What Dual Language model is used (side-by-side, self-contained, other)?

- e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to questions here:

C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.
 1. The professional plan for all ELL personnel at the school consists of Co-teaching Models and the ICT Class, ELA and Math Scores, Journeys and Envision instructional programs, Guided reading, Shared reading, D.E.A.R Time, Using Data to drive instruction, Citywide Instructional Focus, Norming/Scoring N.Y.C. Performance Assessment, Looking Closely at Systems and Structures, RTI, Activity Works.
 2. The ESL teacher will attend professional development offered by the Network and the Office of English Language Learners. The ESL teacher participates in school based professional development on the Common Core Learning Standards.
 3. The guidance counselor provide the staff, students and parents with the middle schools directory and assistance with any questions or additional information that might be requested about schools and schools choices. They also coordinate open houses and middle orientations for staff, students and parents in the school and keeps the students and parents informed about middle schools open houses and fairs.
 4. The 7.5 hours of training for all staff is addressed during professional development meetings and sessions. The ESL teacher also provides teachers with professional development information on teaching practices, activities, instructional techniques, and authentic assessments for ELLS.

D. Parental Involvement

1. Describe ELL parent involvement in your school? Include specific activities that foster parental involvement for 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 invited to attend monthly P.T.A meetings at the school and participate in family Math/Literacy night, assemblies, open houses, and holidays celebrations. The school also hosts many informative workshops throughout the school year such as fire safety, Asthma, CPR, State exams, financial, obtaining the GED, Community Based organizations services available to families.

The school has also implemented literacy, math, and assessment workshops not to only inform the parents about the progress their children are making but also to provide them with resources and strategies that they can use to help their children at home. Forms, fliers and handouts are translated in different languages if necessary. The school also utilizes staff members fluent in other languages for oral translations and/or the DOE Translation and Interpretation unit.

2. The school partners with the following Community Based Organizations to provide services to parents:

YMCA , Chess in schools

Staff members are available to translate for spanish speaking parents. For other low incidence languages the Department of Education translation and interpretation Unit is contacted if translation services are needed or requested by parents.

3. The needs of the parents are evaluated by using survey monkey (online), open school day/night parent surveys (available in different languages), school environment survey. Parents can also contact the principal, assistant principal, parent coordinator, and guidance counselor via email through the school website. Translation services are provided by staff members or the Department of Education Interpretation Unit.

4. The parent coordinator role is to make sure that parents feel welcome in the school and get involve in their children education, be a liason between the school and parents and parents and teachers. Keep the parents informed about resources, activities, upcoming events, etc.

Help parents navigate the department of education system.

Provide workshops according to parents needs.

Classroom visitations, open houses, and invitations to awards ceremonies.

Family literacy/math night

School trips

Parent/teacher meetings throughout the school year if requested by parents

E. 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 response to question here:

Part VI: LAP Assurances

School Name: Jesse Owens

School DBN: 16K026

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Cynthia Celestine	Principal		
Nola Spence	Assistant Principal		
Daquan Vann	Parent Coordinator		
Iris Torres	ESL Teacher		
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Melanie Mills	Guidance Counselor		
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: **16K026**

School Name: **Jesse Owens**

Cluster: _____

Network: **306**

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.

P.S 26 determines the primary language spoken by each parent through informal interviews/conversations and by looking at the information he/she provided in the "ethnicity form" during his/her child's registration. The primary source of this information however, is the Home Language Identification Survey (HLIS) which is validated by the LAB-R Coordinator of the school in collaboration with the school pupil accounting secretary. If the language spoken by the parent is one other than English, the school gets assistance from among the staff members and other parents available through the offices of parent coordinator and parent association so that the parent can communicate effectively with the school. The school's pupil accounting secretary records and maintains this information in each student's cumulative folder (copies of the HLIS and the ATS generated notice of admission –QADM) and also the school's file of emergency cards for each class.

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.

The school enrolls about 4% of students with Spanish/or other languages as their home language. The school has addressed this concern by requesting translation of forms and letters through the Department's Translation and Interpretation Unit. Others who speak low-incident languages are treated the same way.

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.

P.S 26 uses translated standard and form letters from the Department of Education web site. Translated language versions of these documents are then printed and given or sent home to parents together with the English version, so they can be informed of their choices/options. As the need arises, other written translation services are referred to the Translation and Interpretation Unit and or a DOE's contracted vendor directly. Monthly schedule of activities involving parent participation is sent to parents with translations in Spanish and Arabic. The parent coordinator does this regularly, especially with activities engaging the parents with the principal in school matters that are important to the whole school community. The school also provides available translated documents for parents and forms especially during important occasions like parent-teacher conferences and other school meetings. In addition, the school also uses google translation as an additional resource.

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.

Staff members and parent volunteers who may have the facility to provide oral interpretation for the parents are called to assist them. If complex task requires sophisticated translation or interpretation, then the school may contact outside contractors or vendors provided by the Department of Education.

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>.

Documents such as the Parents Bill of Rights, interpretation notice signs and other school plans, for example the safety plan will be made available in English, Spanish and other languages that are reflected in the students population and the parents community. This will be accomplished through the office of the Parent Coordinator who will be responsible that such documents or other pertinent information will be explained and interpreted appropriately in the language a parent will be able to understand.