Department of Education

Dennis M. Walcott, Chancellor

2013-2014

COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

School Name: P.S. 26 – THE CARTERET SCHOOL

DBN (*i.e. 01M001*): 31R026

Principal: LAURA M. KUMP

Principal Email: LKUMP@SCHOOLS.NYC.GOV

Superintendent: JESSICA JENKINS

Network Leader: DR. KAREN AMES

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
Laura Kump	*Principal or Designee	
Randy Rosen	*UFT Chapter Leader or Designee	
Vanessa Behdaoui	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative *(optional for elementary and middle schools; a minimum of two members required for high schools)*	
	CBO Representative, if applicable	
Lucille Contrada	Member/ Teacher	
Carolyn Bradley	Member/ Teacher	
Eileen DeWaters	Member/ Teacher	
Kim Modzelewski	Member/ Parent	
Jamie Walters	Member/ Parent	
Guluzar Kisa	Member/ Parent	
Teneisha Hohauser	Member/ Parent	
	Member/	
	Member/	
	Member/	
	Member/	
	Member/	
	Member/	
	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**
x	**Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)**
	▪ Annual Goal
	▪ 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, administrator will conduct four to six formative observations on all teachers based on their selection of Option 1 or Option 2 and provide feedback and support on their instructional practices with actionable next steps using Charlotte Danielson's Framework for Effective Teaching. Teachers' instructional practice will show improvement as measured by their ability to integrate these next steps, and by their alignment 70% of the time to the Effective or Highly Effective column on the Danielson rubric.

Comprehensive Needs Assessment

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.
Transition to the Common Core Learning Standards has created the need for instructional shifts in ELA and Mathematics. Teachers require ongoing professional development, professional conversations and opportunities to reflect on their practice against a common research based rubric. Teachers will receive actionable feedback on their practice as they develop a deeper understanding of the Common Core Learning standards and these shifts.

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 teaching staff had Individual Planning Conference with administrator during which time they discussed their professional goals for the 2013 – 2014 school-year.
2. Principal and teachers work through short, frequent cycles of classroom observation; using Charlotte Danielson's Framework for Effective Teaching to provide actionable feedback.
3. Teachers will conduct intervisitations to observe colleagues in areas of strength. Teachers will create video highlights of themselves teaching in areas of strength.

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

1. Administrator, Instructional Coach, Network staff, UFT Teacher Center staff and outside consultants will provide ongoing professional development.
2. Administrator and Instructional Coach provide ongoing in-house professional support to all instructional staff during Faculty Meetings, Grade Conference, and weekly planning sessions.
3. All instructional staff will participate in intervistations during teacher team meeting time. Teachers will create and view highlight videos with administrator and/or Instructional Coach for sharing promising practices with colleagues.

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

1. Ongoing formative observations to provide actionable feedback to personally selected professional goals. Professional development plan for each teacher. – Effective or Highly Effective ratings 70% of time.
2. Monthly meetings to provide support for teachers based on observational feedback – 100% of teachers receive at least 6 observations
3. Progress monitoring of students to ensure effectiveness of curriculum and instruction – 5x per year (September, November, January, March , June)

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

1. September – October 2013 – IPC Meetings conducted.
2. September – June 2013 – Ongoing observation cycles. Common Core Focus during professional meetings.
3. September – June 2013 – Intervisitations and sharing of professional practices.

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

1. Individual meetings between Principal and teachers during preparation periods.
2. Instructional Coaches salary and partnership with UFT Teacher Center. Additionally, one additional professional development period has been built into the school program for all classroom teachers.
3. Intervisitations by all teachers at least once a year to see promising practices in action. Common planning time will be used for this purpose.

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).

Parent involvement will include:

- Parent Teacher conferences/meetings (2x a year) to inform parents of student progress; frequent 1:1 parent teacher conferences as needed.
- ARIS parent website.
- PS 26 website on eChalk
- Informational workshops for parents specifically focused on Common Core Learning Standards.
- Parent Coordinator and school newsletters
- Monthly curriculum newsletters for each grade

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**	**x**	**Grants**
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, administrator and committee members will select Measures of Student Learning (MOSL) as a local measure to improve student academic growth as evidenced by 60% of students showing an increase from pre- to post exams.

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 results of our 2013 NYS ELA and Math exams, and the New York City Instructional Expectations, we conducted a thorough evaluation of the Tier One curriculum units, and instruction, our students are receiving. Using the Common Core Learning Standards we are continuing to align our units with the expectations and anchor standards for each grade. Further, we are using Charlotte Danielson's Framework for Teaching to align our instructional practices with this research based rubric. In 2012 – 2013, teachers created performance based tasks for each ELA unit in grades 3 – 5. Teachers in grades K – 2, created two performance tasks. In order to meet this year's Instructional Expectations, we will use the MOSL tasks as our baseline assessment for all students in ELA. Benchmarks through the year will be administered using teacher created performance tasks embedded in units of study. The end of the year MOSL tasks will be used to measure student growth over time.

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. This goal will be achieved through teacher teams planning effective instruction and cognitively demanding performance tasks embedded in each curriculum unit. Teams will meet weekly to analyze student work samples that will inform modification of curriculum units and creation of action plans. 2. Teachers in K – 2 will have one curriculum planning day per month for ELA units of study. 3. Teacher teams will meet every Wednesday during Extended Day Inquiry Meeting time to analyze student work samples to track student growth over time and adjust instructional practices. 4. Instructional Team will meet twice a month to analyze student work samples in order to create the cycle of inquiry and make additional instructional recommendations for specific groups of students. Feedback will be provided to teachers during monthly Faculty meetings. 5. Classroom teachers will create differentiated activities based on the analysis of student work, and Instructional Team feedback to support student growth.
B. Key personnel and other resources used to implement each strategy/activity
1. Principal, Instructional Coach and teachers adjust curriculum based on work sample analysis. 2. Principal, Instructional Coach and teachers to craft integrated units of study.

3. Principal, Instructional Coach and teachers address results of data analysis through curriculum and instructional adjustments.
4. Instructional Team to meet twice per month.
5. Instrucional Coach to support professional development to teachers.

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

1. September – November 2013 – Administer and analyze MOSL assessments to obtain baseline levels for all students.
2. Monthly evaluation of curriculum units for ELA based on student work samples and assessments.
3. Weekly planning/professional development meetings to monitor student growth on performance based assessments embedded in each unit.
4. Instructional team meets biweekly to monitor student growth in all grades. Identification of students for RTI and AIS.
5. Instructional Coach plans professional development based on observation feedback and student work samples for groups of teachers.

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

1. September – June 2014 – Teacher team meetings (1x a week) Additional time afterschool as needed.
2. September – June 2014 – One period per week in grade bands, K-2 and 3-5.
3. September – June 2014 – Teacher team meetings (1x a week)
4. September – June 2014 – Instructional team meetings (2x a month)
5. September – June 2014 – Curriculum planning days (1x a month) and common planning time (1x a week)

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

1. Use of Citywide Expectation funding to pay per session as necessary for teachers to adjust curriculum based on work sample analysis.
2. Use of Citywide Expectation and MOSL funding to pay per diem as necessary to teachers to craft integrated units of study.
3. Use of extra professional development period to address results of data analysis through curriculum and instructional adjustments.
4. Use of teacher team meeting time for Instructional Team to meet twice per month.
5. Use of Citywide Expectation and MOSL funding to pay per session as necessary to Instrucional Coach to support professional development to teachers.
6. FSF funding for Instructional Coach.

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).

Parent involvement will include:

- Parent Teacher conferences/meetings (2x a year) to inform parents of student progress; frequent 1:1 parent teacher conferences as needed.
- ARIS parent website.
- PS 26 website on eChalk
- Informational workshops for parents specifically focused on Common Core Learning Standards.
- Parent Coordinator and school newsletters
- Monthly curriculum newsletters for each grade

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**	**x**	**Grants**

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, teacher teams will examine student work products in ELA and Math to monitor student progress and ensure that instruction addresses the common core

standards including performance tasks with 80% of the students meeting the standards as evidenced through rubrics aligned to the units of study.

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 results of our 2013 NYS ELA and Math exams, and the New York City Instructional Expectations, we conducted a thorough evaluation of the Tier One curriculum units, and instruction, our students are receiving. Using the Common Core Learning Standards we are continuing to align our units with the expectations and anchor standards for each grade. Further, we are using Charlotte Danielson's Framework for Teaching to align our instructional practices with this research based rubric. In 2012 – 2013, teachers created performance based tasks for each ELA unit in grades 3 – 5. Teachers in grades K – 2, created two performance tasks. In Math all grades will embed a DOE performance task in two units.

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. This goal will be achieved through teacher teams planning effective instruction and cognitively demanding performance tasks embedded in each curriculum unit. Teams will meet weekly to analyze student work samples that will inform modification of curriculum units and creation of action plans.
2. Teachers in K – 2 will have one curriculum planning day per month for ELA units of study.
3. Teacher teams will meet every Wednesday during Extended Day Inquiry Meeting time to analyze student work samples to track student growth over time and adjust instructional practices.
4. Instructional Team will meet twice a month to analyze student work samples in order to create the cycle of inquiry and make additional instructional recommendations for specific groups of students. Feedback will be provided to teachers during monthly Faculty meetings.
5. Classroom teachers will create differentiated activities based on the analysis of student work, and Instructional Team feedback to support student growth.

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

1. Principal, Instructional Coach and teachers adjust curriculum based on work sample analysis.
2. Principal, Instructional Coach and teachers to craft integrated units of study.
3. Principal, Instructional Coach and teachers address results of data analysis through curriculum and instructional adjustments.
4. Instructional Team to meet twice per month.
5. Instrucional Coach to support professional development to teachers

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

1. Administer and analyze assessments to obtain baseline levels for all students.
2. Monthly evaluation of curriculum units for ELA based on student work samples and assessments.
3. Weekly planning/professional development meetings to monitor student growth on performance based assessments embedded in each unit.
4. Instructional team meets biweekly to monitor student growth in all grades. Identification of students for RTI and AIS.
5. Instructional Coach plans professional development based on observation feedback and student work samples for groups of teachers.

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

1. September – June 2014 – Teacher team meetings (1x a week) Additional time afterschool as needed.
2. September – June 2014 – One period per week in grade bands, K-2 and 3-5.
3. September – June 2014 – Teacher team meetings (1x a week)
4. September – June 2014 – Instructional team meetings (2x a month)
5. September – June 2014 – Curriculum planning days (1x a month) and common planning time (1x a week

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

1. Use of Citywide Expectation funding to pay per session as necessary for teachers to adjust curriculum based on work sample analysis.
2. Use of Citywide Expectation and MOSL funding to pay per diem as necessary to teachers to craft integrated units of study.
3. Use of extra professional development period to address results of data analysis through curriculum and instructional adjustments.
4. Use of teacher team meeting time for Instructional Team to meet twice per month.
5. Use of Citywide Expectation and MOSL funding to pay per session as necessary to Instrucional Coach to support professional development to teachers.
6. FSF funding for full time Instructional Coach.

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).
Parent involvement will include: • Parent Teacher conferences/meetings (2x a year) to inform parents of student progress; frequent 1:1 parent teacher conferences as needed. • ARIS parent website. • PS 26 website on eChalk • Informational workshops for parents specifically focused on Common Core Learning Standards. • Parent Coordinator and school newsletters • Monthly curriculum newsletters for each grade

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**	**x**	**Grants**
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.

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.

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.
B. Key personnel and other resources used to implement each strategy/activity
1.
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1.
D. Timeline for implementation and completion including start and end dates
1.
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1.

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).

Budget and Resource Alignment

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

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.

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.
B. Key personnel and other resources used to implement each strategy/activity
1.
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1.
D. Timeline for implementation and completion including start and end dates
1.
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1.

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).

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
	Tax Levy		**Title IA**		**Title IIA**		**Title III**		**Set Aside**		**Grants**
List any additional fund sources your school is using to support the instructional goal below.											

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	Leveled Literacy Intervention Program, Reading Eggs Computer Program, Wilson Reading Program, Guided Reading, IRLA Assessment Program	Small Group, one to one	During the school day Extended Day After School tutoring
Mathematics	Math in Focus Think Central, Ready Math, Guided Math groups	Small Group, one to one	During the school day Extended Day After School tutoring
Science	Blended approach FOSS and Harcourt	Small Group, one to one	During the school day
Social Studies	Blended approach Harcourt and tradebooks	Small Group, one to one	During the school day
At-risk services *(e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)*	SETTS Teacher, Literacy Coach, ESL Teacher, Speech Teacher, Occupational Therapist, Guidance Counselor	One to one, Small Group	During the school day

Title I Information Page (TIP)

For Schools Receiving Title I Funding

- All elements of the *All Title I Schools* section must be completed*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- 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.
All PS 26 teachers are highly qualified. We provide ongoing, differentiated Professional Development to support all of our current instructional staff. Additionally, we assign mentors to all newly hired teachers for a minimum of one school year. P.S.26 has a hiring committee which is comprised of the Principal and Instructional Lead Teachers. This team has created interview questions and protocol for potential candidates. We seek candidates who have demonstrated that they fall in the effective and/or highly effective range on the Danielson rubric. This is measured through student data, student work samples and a demonstration lesson when possible. P.S.26 has collaboration with local universities such as The College of Staten Island, Wagner College and St. John's University to attract candidates.

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).
All staff members receive on-going professional development from the Principal, Literacy Coach, Network support staff and outside consultants to ensure alignment of practice with school-wide and New York City DOE instructional expectations. All professional development is geared to meet school-wide expectations and goals, as well as individualized needs. Professional Development focused on instructional practices using Charlotte Danielson's Framework for Teaching and focused on shifts to meeting Common Core Learning Standards is provided during: • Monthly Faculty meetings focused on Common Core Standards (1x a month) • Grade conferences (1x a month) • Professional Development built into teacher programs (with Instructional Coach) K – 2, 3 – 5 (1x a week) • Teacher Team meetings (1x a week all grades) • UFT Teacher Center coach comes once per month to support Mathematics instruction. • Throughout the year, instructional staff is offered opportunities for professional development provided by Network staff, outside consultants and DOE.

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 ***the intent and purpose*** programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
Funding for Students in Temporary Housing is set aside each year to provide clothing and supplies as needed. Our Guidance Counselor and/or Parent Coordinator also provide community based organizational contacts to those families in need of assistance.

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.).
PS 26 has established two half day PreK programs. It is our goal to provide a developmentally appropriate program to meet the needs of our youngest learners. Our PreK teacher and paraprofessional work closely with the families of our students to ensure a seamless transition into the

school community. In the Spring, parents are invited to attend and informational session called “Preparing My Child for Kindergarten.” This session is cohosted by the PreK teacher and the Parent Coordinator. Pre-Kindergarten students are included in school wide events which eases the transition through familiarity with the instructional staff and building. Parents of Pre-Kindergarten students are invited to attend workshops, PTA meetings and school-wide activities. Kindergarten information and transition workshops are offered by the Parent Coordinator.

Our PreK curriculum is fully aligned with the Common Core Learning Standards. The PreK teacher and paraprofessional receive ongoing professional development provided by the Office of PreK and DOE. Additionally, they participate in all school based professional learning opportunities that support the PreK program.

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.
PS 26 has an Instructional Team, also known as Lighthouse team. This team includes the Principal, Instructional Coach, Related Service providers (Speech and O/T), ESL and classroom teachers. The team meets at least once per month to discuss and implement the 2013/2014 Citywide Instructional Expectations. Part of this team’s work this year was to select the Measure of Student Learning assessments (MOSL) for Local Measures. Team members presented the options to the staff and came to a consensus as to what assessment option we would use for MOSL. Additionally, the team works closely to monitor student progress throughout the year. As part of this ongoing work, we have identified assessments that will strengthen our students’ growth. For example, this year we are using the IRLA for Reading which gives targeted teaching goals to match identified student weaknesses.

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).

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. P.S.26 will support parents and families of Title I students by:

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact; The Title I Parent Involvement funds will be used for all families to attend an evening of shared learning. Ideas include a Literacy Evening for families including a Bedtime Story theme, a used book "swap", giveaways and Read Alouds.

- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;

- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office

- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home; Workshops for the school year include but are not limited to: Science Projects, Common Core, Parent Teacher Conferences, Middle School transition, Kindergarten Orientation, Family Learning activities at home, Community Activities for families and children, Library Skills. Parents are invited to use available computers as needed.

- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;

- hosted the required Annual Title I Parent Meeting on October 16, 2012 to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;

- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;

- translate all critical school documents and provide interpretation during meetings and events as needed;

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events; Family Picnic on May 30, 2013 for all students and parents. Family Literacy night in early spring.
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT

REQUIRED OF ALL SCHOOLS

MAY BE LAST YEARS BUT MUST BE UPDATED

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved; Meeting was held on October 16, 2012.
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting; Monthly PTA meetings and Student Leader celebrations are being held in the evenings at 6 p.m. for the convenience of parents.
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

- .

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 31	Borough Staten Island	School Number 026
School Name The Carteret 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 Laura Kump	Assistant Principal type here
Coach Annmarie Hogan	Coach type here
ESL Teacher Jessica Mulligan	Guidance Counselor type here
Teacher/Subject Area type here	Parent type here
Teacher/Subject Area type here	Parent Coordinator Diane Heinz
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 not currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers not currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	177	Total number of ELLs	12	ELLs as share of total student population (%)	6.78%

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☐	No☒	If yes, indicate language(s):
Dual language program	Yes☐	No☒	If yes, indicate language(s):

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes, refer to the separate periods in a day in which students are served. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Push-In	1	1												2
Pull-out	1	1	2	1	1	1								7
Total	2	2	2	1	1	1	0	0	0	0	0	0	0	9

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	12	**Newcomers (ELLs receiving service 0-3 years)**	8	**ELL Students with Disabilities**	2
SIFE	0	**ELLs receiving service 4-6 years**	4	**Long-Term (completed 6+ years)**	0

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or 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	8			4		2				12
Total	**8**	**0**	**0**	**4**	**0**	**2**	**0**	**0**	**0**	12
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**	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	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	1	1	2	2		1								7
Chinese	1	1												2
Russian			1											1
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian	1					1								2
Other														0
TOTAL	3	2	3	2	0	2	0	0	0	0	0	0	0	12

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

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)			2	1										3
Advanced (A)	1	2	1	1		2								7
Total	3	2	3	2	0	2	0	0	0	0	0	0	0	12

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
4	2				2
5	1	2			3
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math									
	Level 1		Level 2		Level 3		Level 4		Total
Grade	English	NL	English	NL	English	NL	English	NL	
3					1				1
4			1		1				2
5	3								3
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4			1		1				2
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and				
Geography				
US History and				
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.

   : The early literacy skills of our ELLS are assessed using the Teacher's College Reading and Writing Project (TCRWP) assessment. Our school has also started using the Independent Reading Level Assessment Framework (IRLA) to assess the early literacy skills of our ELLs. These tools allow us to assess the student's letter and word recognition, reading fluency, retelling, and comprehension. We also use Performance Assessments/Tasks to assess our students writing. These tools allow us to assess the writing based on structure, grammar, and mechanics. Using this data, the students are placed into small groups where instruction can be differentiated and scaffolded according to their needs and level.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

   The Lab-R results show that students with some knowledge of English are scoring higher on the Lab-R. This seems to be that the Lab-R is so heavily focused on oral language and speaking. As a result, true newcomers would be the only students to score low on the Lab-R. In order to overcome this, students in grades K and 1 will receive more push-in service during literacy instruction to improve students reading and writing skills. In grades 3-5, most students scored Advanced. These students will receive small group instruction to really focus on their areas of difficulty. The NYSESLAT data reveals that most students score well in Listening and Speaking, but struggle in Reading and Writing.

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)

   :Based on the results, instruction focuses on improving reading and writing skills while incorporating accountable talk in Socratic seminars to continue to strengthen listening and speaking skills. Standard based instruction is provided and differentiation is used to meet the needs of the children. Small group instruction is used to teach specific skills. Additionally, our school has an extended day program, which uses the data to help students improve their reading and writing skills through book clubs and word work activities. As of October 22, 2013, the RNMR report has not been updated to allow for specific analysis of the trends within modalities.

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?

a. When looking at the results of the NYS tests, we see that 1 of our current ELLs scored a 2 on the ELA test and two of our current ELLs scored a 1 on the ELA test. In math, we had two of our current ELLs, score a 3 and one of our current ELLs scored a 2. In Science, we had one student score a 3 and one score a 2. We do not currently have any students taking the State Tests in their native language. We currently have a Push-in and Pull-out model of ESL instruction. When looking at the patterns it seems that pushing in during literacy instruction in addition to the extra pull-out groups, especially in grades K and 1 seems to work better than just having a pull-out model. Struggling students, those who continue to score beginner and intermediate seem to do better when they are taken in a very small pull-out group, focusing on intense reading instruction. The older students (grades 3-5) seem to do well in small groups (push-in or pull-out).

B and C. Our school is not using the Periodic Assessment. However, school leadership and teachers are using data from all standardized exams and practice exams to drive instruction. The data enables teachers to provide rigorous instruction and address the needs of all students in small group instruction. In each program Native Language is used when appropriate, such as by using cognates. Also, bilingual dictionaries are available and the NYS glossaries for Math, Social Studies, and Science are available.

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*.)

   In order to guide instruction for ELLs, we use different forms of data. We begin by analyzing the Teacher's College Benchmark reading levels to identify the students that are not meeting the standards for their grade level. We also use NYSESLAT results to determine other ELLs who will benefit from the RtI framework. This may include students who are Beginner or Intermediate level students. If a student is approaching the standards, they receive Tier II instruction, according to the Response to Intervention (RtI) framework. These students receive additional periods of literacy instruction throughout the week. If a student is far below the standards, students receive Tier III instruction. These students receive additional periods of literacy instruction, either individually (1:1) or in a group of no more than three (1:3).

6. How do you make sure that a child's second language development is considered in instructional decisions?
We make sure that a child's second language development is considered in instructional decisions. We look for the characteristics of each stage of second language acquisition (Preproduction, early production, speech emergent, intermediate fluency, and advanced fluency). The teacher will adjust prompts to support the student's language development. For example, if a student is going through a silent period the teacher might ask the student to point or show instead of orally stating the answer. Also, the ESL teacher shares strategies with teachers, showing them how to give students sentence frames, even during discussions to help students get involved. Explicit grammar and mechanics lessons may need to be taught depending on a student's second language development.
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?

We do not currently have a dual language program.
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
We evaluate the success of our ELL program by looking at the NYSESLAT, Lab-R, and State exams. We determine if students have made progress from year to year. If we see an improvement and student growth, then we continue to use strategies that are helping the child. When we do not see improvement, we look at what else could be done to help the child grow (such as grouping, strategies, push-in periods, etc.). We also evaluate the success of our ELL program by keeping track of student work, not only the State exams, noting the growth of our students from year to year.

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.)
We have a very structured plan to ensure that we correctly classify those students who may be ELL. Upon registration, parents are administered the Home Language Identification Survey in their home language. (only if they have never been admitted to another NYC school). We provide these forms in the parents' home language. The certified ESL teacher, Jessica Mulligan is present to assure that parents understand and correctly fill out the form. She conducts an interview with parents and students to determine students' primary language. If necessary, other staff members or upper grade students who speak the same native language assist in the interview process. After the form is filled out, the ESL teacher fills in the OTELE code and gives it to the secretary. Within the students' first ten days at the school, the LAB-R is administered by the ESL teacher. If a student speaks Spanish, the Spanish Lab-R is given by the ELL teacher with the help of a translator. Next, if the student is deemed an ELL, the parents are notified in their native language using the provided letters from the EPIC kit. A parent orientation is scheduled where parents are given the opportunity to learn about the choices and make informed decisions. The parents are given the opportunity to watch the parent videos in their native language and are encouraged to ask questions with the assistance of a translator, if necessary. The initla screening, testing, and emeting are held within the first ten days of school.
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.
Parents at our school are given many opportunities to understand the three program choices that are available to them. Before we hold the parent orientation meeting, entitlement letters and a parent brochure are sent home with the student (in the native language). Brochures are available to be distributed again in the parent's native language at our ELL Parent Orientation, which is held within the first ten days of school. Pedagogues and staff within our building who speak other languages are available to attend the parent orientation, if necessary. They assist parents in understanding the information that has been presented to them by the

ELL teachers, parent coordinator, and the videos from the EPIC kit. This occurs within the first 10 days of school.

We keep track of the parents who have previously chosen TBE/DL programs. If one of these programs does become available (if 15 or more parents request in two consecutive grades), we hold a parent information meeting to inform parents. There would be a translator present to make sure that all parents understand the information that is being presented. The parents would then have the option to place their child in a TBE or DL program.

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].)

We use ATS reports to help determine the eligibility of our ELLs. We use the RLER to determine the students that are eligible for the Lab-R and the NYSESLAT. We also use the RLAT to determine the students that will continue to receive ESL services. We also use the HLIS to make sure that all eligible students are being tested with the Lab-R. Our school ensures that entitlement letters are distributed by having the ESL service provider distribute the letters in sealed envelopes to all of the entitled children. If parents do not attend the parent meeting, a second letter is sent home or a call to the house is made to schedule a make-up session. Our school ensures that parent surveys and selection forms are returned by collecting the forms at the parent orientation. If parents don't attend the orientation, the ELL teacher holds a make-up meeting with the parents to discuss their options and collect the form. If parents still do not respond, the ESL teacher meets them in person during dismissal to talk about setting up a meeting or to discuss the options. Once received, the Parent Survey and Selection forms are kept in the student's cumulative folder; a copy is retained in the ELL Compliance binder. The binder is kept in a secure location.

Our school also ensures that continued entitlement letters are distributed within the first ten days of school. The ESL service provider distributes the letters in sealed envelopes to all of the entitled children. The letters are given in the native language. Copies of all documents are kept in a secure location in the ELL Compliance Binder.

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.

4. We ensure that the students are placed in the correct program by parent choice. When a parent chooses the ESL program, the student is immediately placed in the program. Parents are given program selection surveys at the parent orientation. They fill out the form with the help of the ELL teachers and bilingual staff members. The parent coordinator and other translators work closely with the parents who are filling out the appendix D forms to ensure that the parents accurately understand their choices. We keep a record of this information so that we can decide if it is necessary to open a bilingual class. If a parent chooses a program that is not available in our school, we try to find another school with that program. We communicate this information with parents over the phone, in person, or at an in-person meeting. We inform the parents of the steps we have taken to find the placement they chose. We provide entitlement letters and continued entitlement letters each fall; these letters are provided in the parent's native language.

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.

In order to administer all sections of the NYSESLAT to all ELLs each year, we use the RLER to ensure that all eligible students are scheduled to take the test. A schedule is created. Due to the small number of ELLs, we schedule one testing day per modality (Speaking, Listening, Reading, and Writing) to administer the exam. Polybags are made containing student answer documents and test booklets. If students are absent, we use the window set for make-up exams. The ESL teacher and/or the test coordinator administer the exam.

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.

The trend in our school is that most parents have chosen the ESL program. During the 2013-2014 school year, we have had 2 new ELLs so far. Both of the parents chose ESL as their choice. During the 2012-2013 school year, we had 3 new ELLs and 2 out of the 3 parents chose ESL as their choice. In the event of having 15 or more students in two consecutive grades who chose a Transitional Bilingual Program or Dual Language Program, we would create a program. The Parent Selection Forms are kept in the ELL Compliance Binder. The program model that parents have chosen is offered at our school. Most of our parents have selected the ESL Program.

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])?

    Our school has a mixed model of instruction; we have a pull-out and push-in model of ESL instruction. We try to put the ELLs in one class so that it is easier to facilitate the push-in model of instruction. We have a Push-In model for kindergarten and first grade. The ELL teacher and the classroom teacher work collaboratively to plan and implement engaging lessons that meet the needs of all learners. Pull-out groups are put together according to grade. For example, we have a Kindergarten and Grade One pull-out group, a Second and Third Grade group, and a Third, Fourth, and Fifth Grade mixed group. We also have one pull-out group that has been put together based on proficiency level. This group includes two second graders and one third grader (with an IEP).

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)?

    The principal requires a copy of the ELL program to monitor that all the ELL students are receiving the mandated number of minutes of instruction. Beginner and Intermediate students receive 360 minutes a week of ESL instruction by a certified ESL teacher. Advanced students receive 180 minutes a week of ESL instruction by a certified ESL teacher. Due to the small number of ELLs, all students are being serviced by one ESL teacher.

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.

    Content is delivered through thematic units within the ESL program during the pull-out groups. Content area subjects are taught in English, utilizing ESL strategies. Students are provided with Common Core Standard based Balanced Literacy instruction. The

ELL teacher pushes in to reading periods (in grades K and 1) using a variety of strategies to help scaffold instruction which is delivered in English. Such strategies include front loading vocabulary, incorporating picture support, shared reading, turn and talk, deconstructing academic language, leading small group instruction (guided reading/strategy groups), accountable talk (Socratic Seminars), and higher order thinking questions. Native language is provided when available through bilingual books and bilingual dictionaries.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
   Newly enrolled ELLs who speak Spanish at home are tested using the Spanish LAB. The ELL teachers use translators to assist in accurately administering the exam. If there is ever a questions of an ELL's special needs, a bilingual evaluation is conducted.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
   It is essential to evaluate ELLs in all four modalities of English acquisition throughout the year. For speaking, students are evaluated by their participation in Socratic Seminars. During these seminars, students are expected to respond to an interpretive question based on a text. They are also expected to respond to other student's responses and ideas, using accountable talk. For listening, students in grades K-2 use the Core Knowledge Listening and Learning Program; they are evaluated through class discussions and writing tasks. For listening, students in grades 3-5 are evaluated through note-taking of the listening passages in their inquiry units. For reading, students are evaluated based on the Teacher's College Reading Assessment. For writing, students are evaluated based on their end of unit performance tasks and on demand writing pieces.
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).

The ELL teacher differentiates instruction to meet the needs of all ELL subgroups:

a. P.S. 26 does not currently have any SIFE students. In the event that we do, we will make every effort to find the gaps that they have in their education and we will build upon what they know to try and help them gain the knowledge that they need. SIFE students will be placed in a general education classroom. These students will be partnered up with another student, hopefully one that speaks the same native language. SIFE students will also be encouraged to use materials in their native language when available. SIFE students will receive additional support in the form of small group instruction and one-on-one support.

b. ELLs that have been in the US less than three years are placed in a general education classroom, where they receive additional support from the ESL teacher. When available we try to pair these students with other students that also speak the same language. The ELL newcomers are engaged in small group instruction to learn a strategy. For some newcomers, a Reading Recovery model is being implemented. In addition, students participate in workshop-model lessons based on the Common Core Standards. These students use technology throughout the day, including the use of laptops, IPads, Smartboards, and other web-based subscriptions (BrainPop, etc.). These children are also invited to stay for extended day and are encouraged (in grades 3-5) to stay for after school test preparation programs to help these students learn test-taking strategies.

c. Students who have been receiving services for 4 to 6 years receive their mandated minutes and work in small groups; we use data to find what the student's specific needs are and target these areas in the ESL program or in any other small group instruction such as extended day or SETTS. If necessary we evaluate the needs of these students through the PPT team and offer them many of the interventions that are also being offered to our at risk population. We have determined that there needs to be a focus on reading and writing with this targeted population. Running records are conducted to document student progress.

d. We currently only have 1 long term ELL (who has been receiving services for 6 years). Data is used to find specific deficient skills. This student will receive small group instruction, which will make use of strategies that will benefit the student's specific learning styles (Visual and tactile approaches). Scaffolding techniques and graphic organizers will be used to help the student complete academic tasks.

e. Support is provided for former ELLs. The ELL teacher meets with the classroom teacher to discuss and monitor the student's progress. The ESL teacher still meets with the students a few times a week (could be during a pull-out group) to support the student and ensure that the student is still making progress and transferring any skills and strategies taught to the regular classroom. Former ELLs are invited to attend extended day. Former ELLs are included in the list of students (grades 3-5) for test modifications and accommodations. These testing accommodations are granted for 2 years after the students pass the NYSESLAT. Former ELLs are often called upon to assist newcomers in daily routines and activities.

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?

ELL students who have been identified as having special needs are placed on a special targeted list with the PPT team. Their general education progress can be monitored and addressed with various intervention strategies where necessary. ELL teachers of students with disabilities have access to and utilize grade level common core standards and common core curriculum in order to provide the students with academic content on their grade level. They provide this instruction by differentiaiting and scoffolding grade level lessons . The ELL teacher also utilizes ELL techniques and strategies such as front loading vocabulary, visual and tactile lessons, role-playing, realia, technology, and deconstructing language to accelerate English language development.

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?
Our school uses scheduling flexibility for ELL-SWDs within the the ESL program. These students are grouped with general education students during pull-out ESL groups. Our school uses a variety of curricular and instructional accomodations to meet the needs of our ELL students with disabilities. For example, we utilize an array of tactile and visual techniques to differentiate instruction. Technology in terms of laptops, web based subscriptions, and smartboards are used to appeal to the different learning styles and facilitate their learning.

Courses Taught in Languages Other than English

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

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

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

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

	Beginning	Intermediate	Advanced
ESL instruction for *all* ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for *all* 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

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	**Intermediate**	**Advanced**
ESL instruction for *all* ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for *all* 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.

Native Language Usage/Support	Transitional Bilingual Education (TBE)
100%	
75%	
50%	
25%	
	Dual Language
100%	
75%	
50%	
25%	
	Freestanding ESL
100%	
75%	
50%	
25%	
TIME	BEGINNERS INTERMEDIATE ADVANCED

TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

B. Programming and Scheduling Information--Continued

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.

   Our targeted intervention programs in ELA include, Wilson's Fundations, Fountas and Pinnell's Leveled Literacy Intervention System, and a Reading Recovery- based model. Wilson's Fundations is used in the classroom as a Tier I intervention and in small group instruction as a Tier II intervention. Fundations helps build a student's knowledge of phonemic and phonological awareness. Fountas and Pinnell's Leveled Literacy Intervention System is used in small group instruction as a Tier II intervention. This intervention targets students who are below level in reading. Most students are having difficulty decoding texts; it helps increase the student's fluency and helps build a student's confidence in their reading ability. The Reading Recovery-model targets students who are far below standard in reading. These students receive individual (1:1) instruction or small group instruction (group no larger than 3 students). This model targets students who struggle with all areas of reading, including fluency, decoding, and comprehension. For math intervention, small group instruction is provided for ELLs who are below grade level in math. This model is a push-in model; students use manipulatives and visual representations to gain an understanding of the concept being taught.

   Targeted instruction for ELL students in ELA, math, and other content areas also includes services from the SETTS teacher and extended day services. These services are offered in English.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

    Currently our program is effective at meeting the needs of our ELLs in both content and language development. Our ESL program uses content based units to match or closely relate to the units being implemented in the general education classroom. According to the data, we have had more students test out of ESL than ever before. This past year (the 2013 NYSESLAT), we had four students score proficient (1 in First Grade, 1 in Second Grade, 1 in Third Grade, and 1 in Fifth Grade). Also, our number of students who have scored advanced have increased dramatically. Having a mixed model of push-in and pull-out allows students to get targeted instruction with the use of ESL strategies in their classroom as well as in small groups, where they may feel more comfortable taking risks and practicing their oral language skills. We have actually seen evidence (on the state tests) where students were deconstructing the texts to help them understand the passages and the questions. We also know that our juicy word work is effective because our students are using the vocabulary in their regular classrooms and in their writing.

11. What new programs or improvements will be considered for the upcoming school year?

    We plan on continuing some of our current programs for the upcoming school year. We will continue implementing the Core Knowledge and Fundations Programs in grades K-2. Our school is also incorporating Expeditionary Learning this year into our reading and writing programs for grades 3-5. This year we also started a new math program, Math in Focus. Also, we will be having Socratic Seminars, which will help our students improve their listening and speaking skills.

12. What programs/services for ELLs will be discontinued and why?

    Rigby's "On Our Way to English" Program will continue to be discontinued as a program. The resources (Guided Reading books, flip book, etc.) will still be used with the students to enhance instruction. The program will not be implemented according to the Teacher's Guide, however. We did not see enough growth and progress to continue these programs. Last year we made changes to our program, eliminating the scripted version of the Rigby program and since then we have seen more groth in our student's language acquisition and content knowledge.

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

    ELLs are invited to participate in all school programs. The ELLs are involved in all supplemental programs, whether it be chorus or learning to play the recorder. We also have a theater club, which meets after school (run by the Sundog Theater Company) and many of our ELLs are involved. New York Cares runs many programs at our school, including a Saturday Sports Explorer Program (once a month). All students are invited to participate.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

    Web based subscriptions are used to support ELLs and supplement the curriculum for ELLs. We use Brainpop.com and Starfall.com. We also use Reading A to Z to get additional guided reading books for our students. We utilize Rigby's "On Our Way to English" guided reading books. Within classrooms, students have access to e-books, laptops, IPads, Nooks, Smartboards, etc. These tools are used to supplement lessons with pictures, videos, books, and other activities. We also have a lending library, which has bilingual books and bilingual dictionaries. Many of the materials that we are using this year, including Math in Focus

and the IRLA (Independent Reading Level Assessment) have materials that are translated into Spanish, which can be sent home for parents to use with their children.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
    We currently have an ESL program. We do not have a large enough population to have a TBE or dual language program yet, but we still provide native language support in a few different ways. We have bilingual books, glossaries, and dictionaries available in the ESL library. We also have multicultural books available. During the year, we have a unit on multicultural tales and stories. We also try to make use of cognates with our students. Students are also partenered with another student who speaks the same language. These students can work together, one student translating when necessary to help the other understand the task. Correspondence with parents in provided in their native language as much as possible. Translated materials are sent home (from Fundations, IRLA, and Math in Focus, when available).
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
    The required services and resources support and correspond to the ELLs' age and grade. We use materials for the ELLs that provide the curriculum and scaffold it to meet their needs.
    The required services support our ELLs' ages and grade levels because students are grouped with students no more than two years above or below their grade level.
    Resources used correspond to ELLs' ages and grade levels. Students read leveled books which are age appropriate and no more than one year below their grade level.
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.
    Newly enrolled ELL students are introduced to the ELL teachers before beginning their school year. The ELL teachers find a classmate of the newly enrolled ELL who can assist in translating if necessary.
18. What language electives are offered to ELLs?
    Our school does not currently offer language electives.
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)?

    We do not currently have a dual language program.

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 ELL teachers have numerous opportunities for professional development. They attend meetings at the district office led by the ELL compliance specialist and/or an instructional specialist. In addition, the teachers attend workshops sponsored by the United Federation of Teachers. All teachers have been involved in professional development on using "juicy words" and deconstruction of academic language in their classrooms.

The ELL teachers turnkey the professional development during a series of teacher workshops held after school , during lunch and learn sessions, and during student non-attendance days. Assitant Pricipals, common branches teachers, paraprofessionals, bilinugal coordinators, ESL teachers, guidance counselors, special education teachers, secretaries, and parent coordinators are all invited to attend.

2. Professional development for teachers in supporting ELLs as they engage in the Common Core Learning Standards (CCLS) is provided by our CFN Network. Some of these workshops are specific to ESL teachers. The ESL teacher is also involved in professional development that addresses general education students' needs in achieving the CCLS. The teacher of ELLs also attends other professional development workshops held by the UFT. This year the ESL teacher is taking a Professional Development Graduate Level Class (given through College of St. Rose – CITE) designed to target ELLs and students with disabilities.

Network PD dates include:
Tuesday November 5, 2013
Wednesday December 18, 2013
Thursday January 30, 2014
Thursday March 27, 2014
Thursday June 5, 2014

3 Our fifth grade teachers work with ELLs who will be transitioning to intermediate school. Parents, staff, and students are invited to the receiving junior high schools to meet the new staff and learn about the programs offered in junior high school. The parent coordinator informs the parents when and where the meetings are being offered. In addition, some junior high schools host meetings at our school to inform the parents and students about their educational programs at their school. If necessary, translation services will be provided. Our school staff is supported by school leadership and the guidance counselor. Our school leadership and our guidance counselor offers opportunities for representatives from the middle schools to come into our school to talk to the students, teachers, and parents.

4 To meet the mandated training for all ELL staff, we will turnkey the information provided at ELL trainings for all teachers during our teacher team meetings, grade meetings, or other designated PD days. The training sessions will assist teachers in scaffolding and differentiating grade level work for their ELLs. We also have built in periods for professional development. Once a week grade K-2 and 3-5 teachers meet with the literacy coach to get professional development, including ELL strategies. If the ESL teacher is unable to attend all sessions, the ESL teacher and the Coach meet prior to the meeting to ensure that ESL strategies and differentiation techniques for ELLs are included in any planning or implementation. The ESL teacher has also made 2 videos that are used to train staff members who teach ELLs. One video is on deconstruction of complex texts and one video is on Socratic Seminars (student led discussions). The videos include ways to get ESL students involved. Also, the ESL teacher meets with select teachers on an individual basis (especially new teachers) once a week to help them integrate ESL strategies into their lessons and to provide PD on certain ESL strategies (including juicy word work, discussions techniques, using sentence frames, etc.) We intend for all staff members to be able to incorporate ELL strategies in their teaching. Records are maintained in the ELL Compliance binder.

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 frequently invited to our school. Teachers also invite parents in for parent celebrations, where students are able to share their work with their parents and/or other students. Once a month, the PTA holds a PTA meeting; all parents are invited to attend. During these meetings, we also hole parent workshops. For example, we hold workshops on the Common Core Learning Standards and what is expected from the students based on their grade level. Parent Workshops are scheduled throughout the year. The parents enjoy watching their children participate during celebrations and they enjoy working with them during parent meetings. Other meetings we will be offering include a parent data meeting and Science Fair meeting. At the data meeting we show parents how to log onto ARIS and find data on their children. At this meeting we provide hands on guidance by allowing parents to use laptops to access the data. At the Science Fair Meeting we debrief parents on the guidelines for their Science fair projects. This allows parents to see how they can help their children. When translators are not available, we have parents who speak other languages who have volunteered to help translate for those parents who need that service. We've had translators attend the meetings in the past to allow those parents who speak another language opportunities to interact more. In order to determine the needs of ELL parents we meet with them during the parent orientation. We (the ESL teacher and parent Coordinator) speak with parents on their language needs. Parents fill out the student's information cards with their language preference, we also speak with parents to verify their language needs. We discuss the language they would like to be contacted in over the phone as well as in writing. Parents are also invited to attend family fun nights at the school (including Bedtime Story Night, Book Fairs, Family Dinner, etc.). This year we are also looking to host a multicultural night, where parents could donate a food from their culture, etc.

2. Currently, our school has not partnered with any Community Based Organizations.

3. We evaluate the needs of our parents with the help of the principal, parent coordinator, and teachers. We evaluate the needs of our parents by using our school progress report. Our school has also sent out informal surverys to parents to see what their needs are. We also gather data at the ELL orientation, PTA meetings, SLT meetings, and parent teacher meetings. Parents are informed at the beginning of each year that translation services are available. During parent teacher meetings, we utilize the translation services and the bilingual staff at our school to ensure that parents receive accurate information about their child.

4. Our school website (e-chalk) is available for parents 24/7. Teachers can post information about their class on the site so that parents can stay up-to-date. Our parental involvement activities address the needs of parents by helping them to be involved in their child's well being and academic life. Additionally, the translation services assist in their understanding of this information. Many parents are interested in learning how to help their child at home. During curriculum conferences and parent meetings, strategies are given to the parents to help their ELLs in their learning. The ESL teacher also provides sample learning targets to parents, which have been translated in many of their native languages.

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: PS 26 - The Carteret School			School DBN: 31R026
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Laura Kump	Principal		10/25/13
	Assistant Principal		1/1/01
Diane Heinz	Parent Coordinator		10/25/13
Jessica Mulligan	ESL Teacher		10/25/13
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
Annmarie Hogan	Coach		10/25/13
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01
	Other		1/1/01
	Other		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: 31R026 **School Name:** PS 26 - The Carteret School

Cluster: 4 **Network:** CFN 406

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.

We use the Home Language Information Surveys (HLIS) to gather data about the native language of the students and the parents. We also use the blue contact cards to determine the parent's preferred written and oral language. Informal parent surveys and conversations with parents in person also help us gather information so that we can ensure that they will be provided with appropriate and timely information in a language they can understand.

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.

Our school's biggest written translation and oral interpretation need is Spanish. We also have a few requests for Chinese, Russian, Polish, and Albanaian. We have found that most of our Polish, Russian, Albanian, and Chinese families have been requesting written documents in English. Mostly our Spanish population wants written and oral translations in Spanish. We have reported these findings to the school community; teachers are given lists of students that have parents that requested translation services. This list will help teachers when they need to request report cards in other languages. It will also help them know if they need a translator for parent teacher meetings or other curriculum conferences, PTA meetings, etc. The school community is aware that the Transaltion and Interpretation Unit is available for translation services over the phone. It's important for teachers to be informed; some of them even use translators to translate homework, trip notices, etc. to provide accurate information for parents. It is also important for additional members of the school community to be informed. For example, the PTA could use parent volunteers to provide tranlation and interpretation services at PTA meetings or other family events.

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.

Our school provides written translation of documents containing critical information. Most of these documents have already been translated by the translation and interpretation unit. These include, but are not limited to registration documents, HLIS, report cards, safety information, and entitlement letters. Teachers often translate homework, trip notices, and other documents for parents. Most of these translations are done in-house by school staff or parent volunteers.

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

When parents come in for a meeting, we provide oral interpretaion service. When parents come in unexpectedly for a meeting, translators are used or electronic translation devices are used. Interpretation services may also be provided by telephone. During parent teacher meetings, oral interpretation services are either provided in person by an outside contractor, by telephone, or by school staff who speak the same language. Sometimes parents bring a friend or relative to provide oral interpretation services. Occasionally students are used to translate for parents, as long as the meeting does not discuss student achievement or student conduct.

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.

Our school will fulfill Section VII of Chancellor's Regulations A-663. We work hard to ensure that translation and interpretation services are available for parents. We collect data regarding the primary language of the parents by looking at HLIS, the blue cards, the Parent Surveys, and through in person communication. We provide translation or interpretation services for parents by utilizing our school staff, parent volunteers, or over the phone services provided by the Translation and Interpretaion Unit. We also make sure that we have copies readily available of the translated documents containing critical information, which include but are not limited to registration information, report cards, entitlement letters, and other health and safety forms.