

**2014-15
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

DBN: (i.e. 01M001):

16K026

School Name:

THE JESSE OWENS SCHOOL

Principal:

CYNTHIA CELESTINE, Ed.D

Comprehensive Educational Plan Outline

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Section 1: School Information Page

School Information

School Level: Pre-K - 5 School Number (DBN): 16K026
School Type: Elementary Grades Served: Pre-K - 5
School Address: 1014 Lafayette Avenue, Brooklyn, NY 11221
Phone Number: 718-919-5707 Fax: 718-574-2803
School Contact Person: Cynthia Celestine Email Address: CCelest@schools.nyc.gov
Principal: Cynthia Celestine
UFT Chapter Leader: Patricia Brown
Parents' Association President: Janis Barnes; Marta Torres
SLT Chairperson: Debra Ellison
Student Representative(s): N/A

District Information

District: 16 Superintendent: Evelyn Santiago
Superintendent's Office Address: 1010 Lafayette Avenue, Brooklyn, New York 11221
Superintendent's Email Address: ESantiago@schools.nyc.gov
Phone Number: 718-574-2829 Fax: 718-453-1048

Cluster and Network Information

Cluster Number: 4 Cluster Leader: Christopher Groll
Network Number: 412 Network Leader: Daisy Concepcion

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor's Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

1. List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk*.
2. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.**
3. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

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

**Signature of constituent only indicates consultation in the development of the CEP, not approval.

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

The Capacity Framework and CEP Development

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

The Six Elements of the Capacity Framework	
1.	Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
2.	Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
3.	Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
4.	Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
5.	Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
6.	Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and

The Quality Review and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

1. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
2. School Culture: Positive Learning Environment (1.4), High expectations (3.4)
3. Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

4. **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
5. **Step 2:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
6. **Step 3:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
7. **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
8. **Step 5:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
2. School strengths, accomplishments, and challenges.
3. The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

The Jesse Owens School is a Professional Learning Community where all students are expected to demonstrate mastery. Instructional leadership maximizes the skills and knowledge of the entire community, including students, staff, parents, administration and educational partners to provide our children with an exceptional education. We maintain high expectations for success and work collaboratively to ensure that all students learn. At Jesse Owens, student learning is the barometer upon which we measure the effectiveness of our instruction.

Our mission is to engage staff, students, families and community partners to make a difference in the life of each child in our learning community. We will provide all students with an exceptional education to develop their mind and nurture their spirit; empowering them to change the world. Our school's strengths lie in the ability to engage students in rigorous learning experiences that have helped the school to exceed the target in closing the achievement gap based on the results of the 2013-2014 School Quality Snapshot; use of a common research –based framework and multiple entry points to engage students in high level learning activities that motivate them to increase their academic performance. This has led to the school exceeding the target in progress rating and achievement rating based on the results of the School Quality Snapshot. Our challenges lie in refining assessment data to maximize learning for all students and expanding current systems across all content areas.

As a means to satisfying the above, P.S. 26 has entered into collaboration/partnership with the following: Metropolitan Opera Guild (Urban Voices), Activity Works, HealthPlex, Health Plus and Interfaith Medical Center.

- Metropolitan Opera Guild provides Kindergarten and Grade 1 with voice training and choral singing once a week during the school year.
- Activity Works provides a program that focuses on movement and exploration which can be use to compliment physical education and use also in transitions.
- HealthPlex provides awareness and importance of oral hygiene from an early age; free dental screening; workshops for parents and teachers; and classroom education for students.
- Health Plus provides health insurance for families; holiday toys for students; and parent information/workshops.
- Interfaith Medical Center provides: vision, dental, and metal health to the school community.

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5A – Capacity Framework Element - Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Part 1 – Needs Assessment

1. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Rigorous Instruction). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
2. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Based on the performance of students on the 2013-2014 New York State ELA assessment wherein 22% of students in grades 3, 4 and 5 performed above level 3. The Quality Review of 2013-2014 stated that there was need to expand systems in place across all content areas which will lead to a multidisciplinary approach to include Technology and Arts. As a result, there is need to adjust the curricula to connect all content areas than instruct content areas in isolation.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, all teachers will engage in collaborative sessions to develop interdisciplinary curricula plans that include technology and the Arts, as evidenced by teacher observations, engagement of students in cross curricular tasks and student work products. (QR 1.1/DTSDE 3.4)

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust 			
Horizontal grade level teams examine grade-level standards and identify potential connections amongst the disciplines that can effectively be used as the basis for interdisciplinary instructional units.	All teachers	Sept 2014- June 2015	All teachers and administrators
Create interdisciplinary units using a “backward design” – Understanding By Design approach. The teachers will work through a series of professional development workshops to build the basics of scaffolding an interdisciplinary curriculum for a thematic unit. Feedback from teachers in the Arts and Technology fields of expertise will be provided.	All staff	Sept 2014- June 2015	Professional Learning Committee
Construct systems map to identify the linkages, relationships, causal connections, patterns and feedback loops that exist between learning targets and essential questions from the curriculum to student inter	All staff	Sept 2014- June 2015	Professional Learning Committee

curricular tasks.			
Vertical and horizontal teacher teams will discuss and refine the opportunities for incorporating and developing interdisciplinary curricula plans that include Technology and the Arts	All Teachers	Sept 2014- June 2015	Professional Learning Committee

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
The resources needed to implement the action plan: Professional Learning Committee which comprise of administrators and teachers; Professional Development facilitated by Network, Rtl service providers and Teacher Development Coach.

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy	X	Title I Basic		Title IIA		Title III	X	Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									
A combination of tax levy and reimbursable funding will be allocated to pay for: Per diem substitutes as teachers attend Professional Development; Essential materials and resources; Key personnel will include: Network Team members, School-based administrators; Teacher Development Coach, Teacher Teams , Professional Learning Committee and professional books.									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
1.	Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.			
2.	Specify a timeframe for mid-point progress monitoring activities.			
This approach will be cyclical over a period of six weeks. The approach will start with professional development, teacher teams practice, feedback, adjustment and professional development.				
Part 6b. Complete in February 2015.				
1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No
2.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5B – Capacity Framework Element - Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

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| 3. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 4. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

Based on students’ performance on the Measure of Student Learning (MOSL), the Measure of Teachers’ Practice (MOTP) and the Quality Review, it is evident that there is a need to focus on targeted planning and ask high quality questions (DOK)

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June, 2015, 100% of teachers will be able to fully utilize the resources and organizational decisions to support the schools’ instructional goals and meet all students’ learning needs as evidenced by the teacher’s professional growth in the eight Danielson competencies (QR 4.2/DTSDE 5.5).

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
5. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 6. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 7. Strategies to increase parent involvement and engagement 8. Activities that address the Capacity Framework element of Trust			
Unpack the core curriculum and plan professional development around teachers’ needs.	All teachers	Sept 2014- June 2015	Administrators, Network Specialist, Highly Effective Teachers & Professional Learning Committee
Identify students’ gaps by conducting diagnostic assessments, item analysis and sub groups data analysis..	All Teachers	Sept 2014- June 2015	Administrators, Network Specialist, Highly Effective Teachers & Professional Learning Committee

Communicate students' academic needs and growth through one to one conferences with the students and also the parents. Send periodic Progress Reports to parents. Parents would be invited to celebrations and publishing parties to highlight students' accomplishments.	All Teachers	Sept 2014- June 2015	Administrators, Network Specialist, Highly Effective Teachers & Professional Learning Committee
Share school's instructional goal with the school community. Identify teachers' entry point in each of the eight Danielson Competencies.	All Teachers	Sept 2014- June 2015	Administrators, Network Specialist, Highly Effective Teachers & Professional Learning Committee

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
The resources needed to implement the action plan: Professional Learning Committee which comprise of administrators and teachers; Professional Development facilitated by Network, RtI service providers and Teacher Development Coach.

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy	X	Title I Basic		Title IIA		Title III	X	Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									
A combination of tax levy and reimbursable funding will be allocated to pay for: Per diem substitutes as teachers attend Professional Development; Essential materials and resources; Key personnel will include: Network Team members, School-based administrators; Teacher Development Coach, Teacher Teams, Professional Learning Committee.									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
9. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.				
10. Specify a timeframe for mid-point progress monitoring activities.				
This approach will be cyclical over a period of six weeks. The approach will start with professional development, teacher teams practice, feedback, adjustment and professional development.				
Part 6b. Complete in February 2015.				
11.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No
12.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5C – Capacity Framework Element - Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Part 1 – Needs Assessment

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| 13. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 14. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

Based on the results of the 2013-2014 NYS ELA assessment, the data showed that 60% of English Language Learners performed on or above level 3 and 5% of students with disabilities performed on or above level 3. In addition the Quality Review stated that the school needs to fully include information for English Language Learners and Students With Disabilities when planning lessons and to adjust the learning for all students.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, 100% of teachers will analyze student data that encompasses information for English Language Learners (ELLs) and Students with disabilities (SWDs) to develop a dynamic and responsive lessons in all curriculum areas based on students’ strengths and needs as evidenced by students’ work products (QR 2.2/DTSDE 4.5).

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
15. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 16. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 17. Strategies to increase parent involvement and engagement 18. Activities that address the Capacity Framework element of Trust			
Use of research-based instructional program – this program encompasses activities for both ELLs and SWDs. Analyze the core instructional program for strengths and weaknesses related to ELLs and SWDs performance. Research supplemental materials to increase and adjust instructional decisions toward maximizing learning for all students	ELLs and SWDs	Sept 2014 – June 2015	Teachers, administrators, Network Specialist, ELL Specialist and Special Education Liaison
Provide professional development opportunities for teachers and paraprofessionals, specific to dealing with ELLs and SWDs; language acquisition and focusing on multiple entry points and servicing the needs of ELLs and SWDs. Generate monthly data reports to identify specific learning needs of all students.	Special Education teacher and ESL teacher	Sept 2014- June 2015	Teachers, Network Specialist, administrators, Teacher Development Coach

Design coherent instruction through grade planning teams as well as vertical and horizontal teams. Planning should reflect knowledge of current data and adjustment to the Core Curriculum. Response to Intervention (RtI) program with Progress Monitoring will be included.	ELLs and SWDs	Sept 2014 - 2015	Teachers, Network Specialist, administrators, Teacher Development Coach
Use of Backward Design in planning for instruction. Articulation between Classroom Teacher, ESL Teacher and Special Education Teacher to discuss strategies, progress, students' needs and Learning Target action plans.	All teachers		Teachers, Network Specialist, administrators, Teacher Development Coach

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Network support for Professional Development, ESL teacher, Special Education Teachers and administration; provision of translation services for parents by ESL teacher; provision of glossaries; Educational Software for RTI and Progress Monitoring.

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy	X	Title I Basic		Title IIA		Title III	X	Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									
A combination of tax levy and reimbursable funding will be allocated to pay for: Per diem substitutes as teachers meet during inquiry teams and to attend professional Development; Essential materials and resources (translated as necessary for ELLs, and encompasses RTI and progress monitoring); Key Personnel will include: Network Team members, School-based Administrators, Personnel from RTI Grant, Teacher Teams and Instructional Lead Teachers.									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
19. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.				
20. Specify a timeframe for mid-point progress monitoring activities.				
Mid-point progress final assessment is February 2015. Timeframe for progress monitoring is December 2014 – February 2015.				
Part 6b. Complete in February 2015.				
21.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No
22.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5D – Capacity Framework Element - Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Part 1 – Needs Assessment

23.	Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
24.	Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Data analysis of the 2013-2014 NYS English Language Arts assessment showed that 77.7% of our grades 3, 4 and 5 students are performing at levels 1 and 2. As a result the emphasis is on assessing and upgrading the ELA curriculum; increasing the quantity of non-fiction books; and increasing the quality and frequency in monitoring the progress of all students.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, all teachers will evaluate and adjust curricular and instructional practices to incorporate non-fiction writing, with an emphasis on on-demand writing, across all subject areas, to improve academic and social needs of all students as evidenced by an increase of at least 5% of students performing at or above level 3 as measured by the New York City English Language Arts Performance Assessment (QR 5. 1/DTSDE 2.3).

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
25. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 26. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 27. Strategies to increase parent involvement and engagement 28. Activities that address the Capacity Framework element of Trust			
All grades will complete the New York State Baseline Performance task in ELA during the Fall.	All students	September 2014 – October 2015	All Teachers
Teachers will meet during common planning and Inquiry time to adjust the curriculum based on performance of students on unit tests	Tier II students, ELLs and SWDs	Every three weeks and 6 weeks.	Teachers, AIS providers, Special Education service providers and administrators.

Vertical and horizontal teams will meet with administrators to look at students' work .	Students in the bottom third, ELLs and SWDs.	Every three weeks and 6 weeks.	All teacher teams and administrators.
The use of M-Class to identify reading and instructional levels, progress monitoring and provide performance level tasks for individual students.	All students Pre K - 5	September 2014 –June 2015	All teachers

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
1. Professional Development provided by Network, Teacher Teams, Administrators, RTI staff developers and Teacher Development Coach. 2. Enhance libraries with 50% nonfiction leveled books with a focus on leveled Social Studies book

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy	X	Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									
A combination of tax levy and reimbursable funding will be allocated to pay for: Per diem substitutes as teachers attend Professional Development; Essential materials and resources; Key personnel will include: Network Team members, School-based administrators; Teacher Development Coach, Teacher Teams and Professional Learning Committee.									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part: 29. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. 30. Specify a timeframe for mid-point progress monitoring activities.				
M-Class 3D Reading is the mid-point benchmark that will be used to identify the school's progress towards the annual goal. The mid-year progress will be completed during the window of 12-01-2014 to 02-22-15.				
Part 6b. Complete in February 2015.				
31.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No
32.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5E – Capacity Framework Element - Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

Part 1 – Needs Assessment

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|-----|---|
| 33. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 34. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

Data shows that parent involvement can be a big factor in increasing students’ academic achievement and decreasing misbehavior. Based on an analysis of the Parent Teacher Association meeting sign in sheets, parents visits, Awards Assemblies, Workshops and school activities logs for the 2013-2014, it was concluded that there was an enormous need to increase parent involvement and engagement during the 2014-2015 school year.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, the school will increase opportunities in strengthening partnerships that embrace a cohesive set of high expectations and a culture of learning that leads to academic achievement of all students as evidenced by monitoring communication from families and feedback from staff (QR 1.3/DTSDE 6.4).

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
35. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 36. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 37. Strategies to increase parent involvement and engagement 38. Activities that address the Capacity Framework element of Trust			
The PTA and SLT will explore ideas and work with the Parent Coordinator to increase parental involvement in activities and attendance at PTA meetings	Parents/ Guardians and teachers	September 2014-June 2015	PTA and SLT members, administrator
Increase workshops on Arts and Crafts, Standards-based curriculum; Shifts in the disciplines; Schedule activities such as Literacy Night and Math Night	Parents and Guardians	September 2014-June 2015	PTA and SLT members, administrator
Celebrate students at events such Publishing parties; Awards ceremonies and highlight 100% attendance (both student and parent).	Parents/Guardians, teachers	September 2014-June 2015	PTA and SLT members, administrator

Create yearlong calendar that highlights parent activities and workshops.	Parents and Guardians	September 2014-June 2015	PTA and SLT members, administrator
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Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Use of teacher teams and assistant principal model and facilitate workshops for parents; Outside sources to address parents on parenting skills, affordable housing, health and other areas of high parent interest.

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I Basic		Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

A combination of tax levy and reimbursable funding will be allocated to pay for: Per diem substitutes as teachers attend Professional Development and during parent-teacher conferences; essential materials and resources (including parental funds); Key Personnel will include: Network Team members, School- based Administrators, Parent coordinator, Parent-Teacher Association members, Teacher Teams and Instructional Lead Teachers.

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

39. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

40. Specify a timeframe for mid-point progress monitoring activities.

Monthly scrutiny of planned activities, sign-in sheets at events and mini survey of parents’ satisfaction and needs.

Part 6b. Complete in **February 2015.**

41.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
42.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	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.)
English Language Arts (ELA)	Students in the bottom third, Students reading below grade level based on M Class 3D-Reading	K-5 Journeys, Guided Reading, Close Reading and Shared Reading & Writing, Non-Fiction texts	Small group, one and one tutoring, push in and pull out.	Service is provided during the school day.
Mathematics	Students in the bottom third, Students who did not make adequate progress based on the NYS Mathematics Test.	Envision Math, SETSS	Small group, one and one tutoring, push in and pull out.	Service is provided during the school day
Science	Teacher referrals, Diagnostic, formative and summative content exams.	FOSS	Small group, one and one tutoring, push in and pull out.	Service is provided during the school day
Social Studies	Teacher referrals, Diagnostic, formative and summative content exams.	Non-Fiction Texts	Small group, one and one tutoring, push in and pull out.	Service is provided during the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Student Behavior, Parent request, Teacher referrals, Diagnostic, formative and summative content exams.	Provides counseling to support at-risk students	Small group, one and one tutoring, push in and pull out.	Service is provided during the school day

Section 7: Title I Program Information

Directions:

1. All schools must indicate their Title I status in Part 1
2. All elements of the *All Title I Schools* section must be completed in Part 2
3. All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
4. All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
5. If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
6. For additional information, visit the [Title I Intranet webpage](#)

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

Teaching candidates are hired centrally by the NYCDOE. As described in the Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools in turn interview teachers to ensure that the teacher is a good match for the school community; that the teacher is Highly Qualified as defined by the NCLB.

2b. High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

Professional Development is differentiated to meet the needs of the teachers. The differentiation takes into consideration teachers' goals, students' needs and the Teacher Effectiveness Framework. In keeping with building capacity in the community, teachers attend outside PDs and turnkey to the staff.

Part 3: TA Schools Only

3a. Use of Program Resources

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

Not Applicable

3b. 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).

Not Applicable

Part 4: SWP Schools Only

4a. 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.).

Our Pre-K students are currently using a research-based Literacy Program – Kindervention and the “Owl” Program in Mathematics. These programs are both aligned to the Common Core Learning Standards. At the beginning of the school year, the Pre-K teacher facilitates an orientation session for parents and invites parents to sit with students who experience difficulty in transitioning to Pre-K. During the school year there are scheduled yearlong activities and celebrations to which parents are invited. There are also family projects in which parents participate.

4b. 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.

MCircle is an assessment used to assess Pre-K literacy skills and the ECERS-II is also used for Pre-K assessment

4c. “Conceptual” Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	191,502	X	11, 13, 15,17
Title I School Improvement 1003(a)	Federal		X	
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal	72,681	X	
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local	1,275,478	X	11, 13, 15, 17

¹**Explanation/Background:**

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

1. Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
2. A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

²The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

3. **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
4. **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
5. **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
6. **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
7. **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
8. **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

9. **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor's Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
10. **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
11. **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
12. **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

(Required for All Title I Schools)

Directions: All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

Parent Involvement Policy (PIP) The Jesse Owens School ~ P.S. 26

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 the school. **The Jesse Owens School ~ P.S. 26** 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 the school and the families. The 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 the school community. **The Jesse Owens School ~ P.S. 26** will support parents and families of Title I students by:

- **Putting into operations – programs, activities, and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA) These programs, activities and procedures will be planned during Principal-Parent Monthly Breakfast and operated with meaningful consultation with parents of participating children;**
- **In carrying out the Title 1, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with Limited English Proficiency, parents with disabilities and parents of migratory children, including providing information on request, and, to the extent practicable, in a language parents can understand;**
- **Providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology. Parents play an integral part in their child's learning;**
- **The school will provide the parents of children served in Title 1, Part A programs in decisions about how the 1% of Title 1, Part A funds reserved for parental involvement is spent;**
- **Providing assistance to parents in understanding City, State and Federal standards and assessments;**
- **Sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand.**

The 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. The 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 the school. The findings of the evaluation through school surveys and 2014-15 CEP

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, the 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 School 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 the school 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 the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;

- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- 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 (SPC) The Jesse Owens School ~ P.S. 26

The Jesse Owens School ~ 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;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment

results for each child and other pertinent individual school information;

- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by

prompting reading and responding to all notices received from the school or district;

- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

**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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

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

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

Principal Cynthia Celestine	Assistant Principal Nola Spence
Coach type here	Coach type here
ESL Teacher Iris Torres	Guidance Counselor Melanie Mills
Teacher/Subject Area type here	Parent Marta Torres
Teacher/Subject Area type here	Parent Coordinator Daquan Vann
Related Service Provider type here	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program		Number of teachers who hold both content area and ESL certification	
Number of certified bilingual teachers currently teaching in a bilingual program		Number of certified NLA/foreign language teachers		Number of teachers who hold both a bilingual extension and ESL certification	1
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program		Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification		Number of special education teachers with bilingual extensions	

D. Student Demographics

Total number of students in school (Excluding Pre-K)	235	Total number of ELLs	20	ELLs as share of total student population (%)	8.51%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

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

ELL Program Breakdown														Tot #
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Pull-out	3	5	6	3	2	1								20
SELECT ONE														0
Total	3	5	6	3	2	1	0	20						

B. ELL Years of Service and Programs

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

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	17		1	3		1				20

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
Total	17	0	1	3	0	1	0	0	0	20
Number of ELLs who have an alternate placement paraprofessional: <u>0</u>										

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																
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	
TOTAL	0	0	0	0	0	0	0	0	0	0	

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): ____	Number of third language speakers: ____	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	Hispanic/Latino: ____
Native American: ____	White (Non-Hispanic/Latino): ____	Other: ____

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	2	5	3	2	1	1								14
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic	1		2											3
Haitian					1									1
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other			1	1										2
TOTAL	3	5	6	3	2	1	0	20						

Part III: Assessment Analysis

Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	2		2	1		1								6
Intermediate(I)		3	1	1	1									6
Advanced (A)	1	2	3	1	1									8
Total	3	5	6	3	2	1	0	20						

NYSESLAT Modality Analysis

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

NYSESLAT Modality Analysis

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

NYS ELA

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

NYS Math

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

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4					2				
8									

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math _____				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

After reviewing and analyzing the assessment data, answer the following:

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
Our school uses M-Class, DIBELS to assess the early literacy skills of ELLS. Data from these assessments is used to target and provide intervention instruction on the specific skills the students have not acquired or are struggling on. Most of our ELLS at this age level seem to be doing fairly well in these assessments as compared to their peers.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
 During the Fall 2013 administration of the Language Assessment Battery Test (LAB-R) two students in Kindergarten scored at the beginning level and one advanced, two newcomers in grades two and three scored at the beginning level. Based on the Spring 2013 of the New York State Proficiency Test (NYSESLAT) data for students enrolled in the school in May 2013, three English Language Learners were tested in kindergarten grades, five in grades 1-2, five English Language Learners in grades 3-4, and three English language Learners in grade 5.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
- NYSESLAT 2013 Proficiency Levels**
 Grades 1-2 - two intermediate, and three advanced
 Grades 3-4- one beginning, three advanced, and one proficient
 Grade 5- one beginning, one intermediate, and one advanced
- NYSESLAT data is used to determine the levels of language proficiency achieved by the students in each modality and to drive ESL and differentiated instruction in the ESL classroom and the regular classroom. NYSESLAT 2013 data is not giving us levels of proficiency by combined modalities but raw scores for each modality. This data will be analyzed to see the raw scores each student got and should get to scored proficient on each modality and on which modality or modalities the student needs to get more instructional support.
- Students who need additional support in the areas of reading and writing will receive more English as a Second Language academic language instruction in these areas as they continue increasing their social language when they are pulled out for English as a Second Language instruction.
4. For each program, answer the following:
- What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the native language used?
- Two ELLs in third grade in the advanced level of language proficiency took the ELA and Math tests. They scored levels 1 and 2. A newcomer in third grade took the math test and scored level 2. Two advanced students took the ELA, math, and Science standardized tests in fourth grade. They scored level 1 on the ELA, level 2 in the math, and level 3 in the science. One beginning ELL, one intermediate, and one advanced in grade 5 scored levels 1 and 2 in the ELA and levels 1 and 2 in the math. ELLS were provided with bilingual dictionaries, and glossaries. Three students received oral translation in Arabic and Fulani. In previous years these accomodations had helped the ELLS to score levels 2 or 3 on the content area tests.
- b. c. Results of the interim assessments in ELA and Math are used to provide ELLS with differentiated instruction and interventions in the areas that they are struggling. Spanish speaking students fluent in reading and writing in their native language can take the Spanish version of the assessments in Spanish when available. All students are provided with bilingual dictionaries and glossaries that they can use to take the assessments and also in the classroom throughout the school day.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)
 Different assessments and data is used to provide ELLS with research based instructional strategies and differentiated instruction that will meet their needs and provide academic support.
6. How do you make sure that a child's second language development is considered in instructional decisions?
 Second language development is considered to provide students with text books and other resources when available in other languages in the classroom as well as the use of bilingual dictionaries, cognates, and glossaries.
7. For dual language programs, answer the following:
- How are the English-proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- Paste response to questions here:**
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
When parents come to register their children at our school they are given a Home Language Survey (HLIS) to complete indicating the language that is spoken at home. Translated versions of the Home Language Surveys in 9 different languages are available and provided to parents who need them. Since most of our ELLs are Spanish speakers the ESL teacher fluent in Spanish conducts the informal oral interview with the Spanish speaking parents. For other low incidence languages the interview is done using an interpreter from the Translation and Interpretation unit.
Spanish speaking students who are tested with the LAB-R and are entitled to receive services are also given the Spanish LAB to determine native language proficiency. Our Spanish bilingual ESL teacher revises all the Home Language Surveys completed by parents to make sure that all questions were answered, surveys were signed, and conducts the informal interview. The teacher determines if a new entrant student into the school system is eligible to be tested to determine entitlement to receive Bilingual/ESL services by looking at the responses given by parents and following the criteria to determine eligibility. .
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
Once students are identified to be tested with the LAB-R test, they are tested within ten days of enrollment in the school. Entitlement letters, parent's brochures, and program selection forms along with an invitation to attend a Parent Orientation at the school are sent to parents of those students who score at or below the cut off scores for proficiency in the LAB-R and are entitled to receive services for ELLs. During Parent orientation meetings for newly arrived English Language Learners parents are provided with oral and written information in their native languages about the programs for English Language Learners offered in New York City by the Department of Education, and the program available in the school and other schools within the district or nearby districts. If a parent chooses a TBE/DL program on the program selection form as his/her number one option the ESL teacher would contact the school network for assistance in finding a district and school within this district that offers the program. As soon as the information is available the ESL teacher will contact the parent to come to the school to obtain the information and discuss the preference of transferring the student or not.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
Entitlement letters, parent survey and ,program selection forms and a parent guide are sent home as soon as it is determined the entitlement of the students to receive services. The ESL teacher also contact parents by telephone to ensure that the letters were received and to confirm that the parents will attend the scheduled orientations. The ESL teacher makes every effort to accommodate parents that request a more convenient time to attend an orientation. During the orientation meetings after viewing the video and reviewing written information parents have the opportunity to ask questions before they complete the Program Selection Forms and decide which program they think will be the best one for their children. Copies of entitlement letters and original completed parent surveys and program selection forms are placed on the students files kept by the ESL teacher in her classroom. The ESL teacher also maintains a program file and an ELLS compliance binder where copies of the letters and parent survey and program selection forms are placed.
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
Our ESL teacher makes every effort to ensure that parents receive the information, attend the orientation meetings, and returned and/or complete the Program Selection Forms within 10 days of the child's enrollment. Parents are informed in their native language that as soon as the parent survey and program selection forms are received the students will be placed in the program of their choice if available in the school and that they will receive a placement letter. Originals placement letters are sent home to the parents and a copy is placed in the students files, the ESL teacher file, and the ELLS compliance binder.
Continued entitlement letters are sent home to parents with the NYSESLAT parent report at the beginning of every school year. As per the Aspira Consent Decree if a parent is interested in placing his/her child in a bilingual program the school will provide the

parent with information about schools in nearby districts that have bilingual programs and inform them that they have the option of transferring the student. A copy of continued entitlement letters sent home is placed in the ESL student's file in the ESL classroom and another copy in the ELLS compliance binder.

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

All students receiving ESL services take the NYSESLAT test in the Spring to determine the level of English proficiency, entitlement to continue receiving services, and exiting the program. Iris Torres the ESL teacher generates the NYSESLAT Eligibility report on ATS (RLER) to ensure that all students that are receiving services and are eligible to take the NYSESLAT are administered the test. Students are grouped to be tested in grades bands K-1, 2-4, 5-6. The components of the test are scheduled to be administered in three consecutive days listening, reading, and writing. The speaking component is administered individually to each student during the testing period time frame.

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

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

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?
 - 1a. Our ESL program consists of a pull-out model for all the grades. Students are grouped according to age, grade, and when the need arises by level of language proficiency.
 - 1b. For the school year 2013-2014 a total of twenty English Language Learners are receiving English as a Second Language instruction. We have five beginning students, six intermediate, and eight advanced students in the levels of language proficiency and the program model implemented is Heterogeneous (mixed proficiency levels).
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

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

3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

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

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

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

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

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Authentic assessment forms, checklists, and charts, observation checklists, and performance assessments are used to evaluate the progress the students are making on each modality as they move from one stage of language acquisition to the next

6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

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

b. Our plan for newcomers is to provide them with ESL instruction geared to develop their Basic Interpersonal Communication skills (BICS) and Cognitive Academic Language Skills (CALP), differentiated small group instruction in the regular classroom using scaffolding

strategies for ELLS, the use of language software, AIS services, and other school programs. ESL instruction will also be differentiated within the groups with activities to increase English proficiency and develop the academic skills they need to do well in the regular classroom.

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

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

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

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

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

Courses Taught in Languages Other than English ⓘ

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

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

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

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

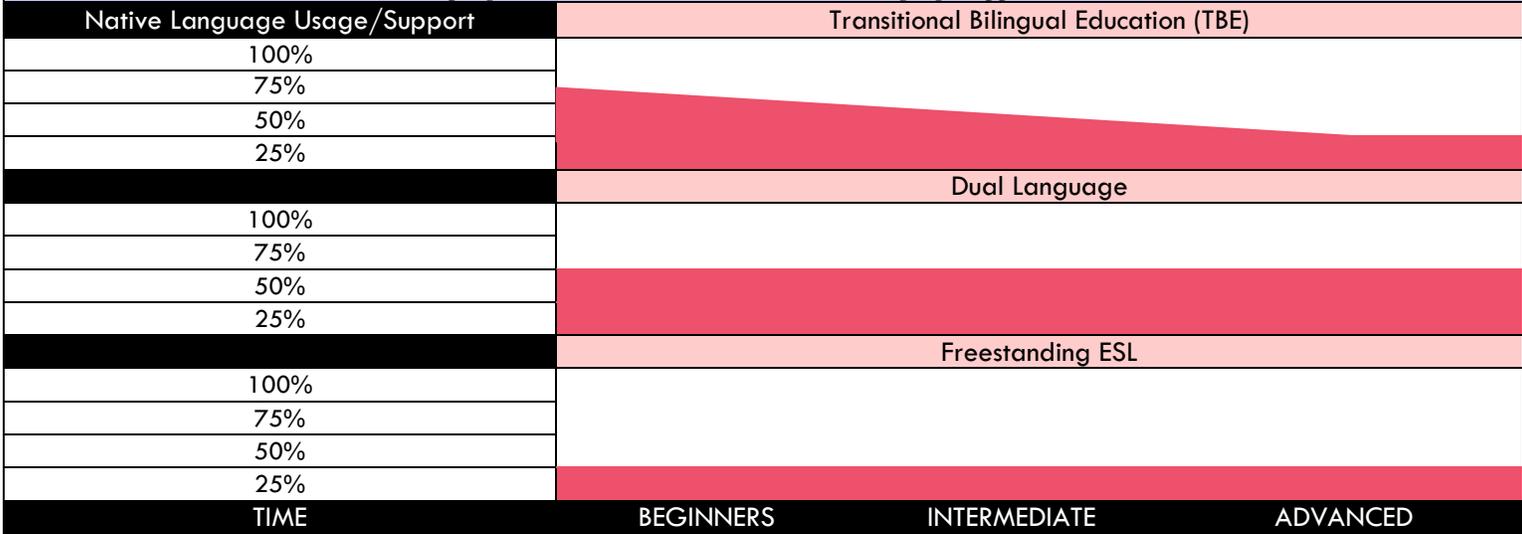
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

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

(simultaneous)?

Paste response to questions here:

C. Professional Development and Support for School Staff

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

D. Parental Involvement

1. Describe ELL parent involvement in your school? Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?
 1. Parents are invited to attend monthly P.T.A meetings at the school and participate in family Math/Literacy night, assemblies, open houses, and holidays celebrations. The school also hosts many informative workshops throughout the school year such as fire safety, Asthma, CPR, State exams, financial, obtaining the GED, Community Based organizations services available to families. The school has also implemented literacy, math, and assessment workshops not to only inform the parents about the progress their children are making but also to provide them with resources and strategies that they can use to help their children at home. Forms, fliers and handouts are translated in different languages if necessary. The school also utilizes staff members fluent in other languages for oral translations and/or the DOE Translation and Interpretation unit.
 2. The school partners with the following Community Based Organizations to provide services to parents:
YMCA , Chess in schools
Staff members are available to translate for spanish speaking parents. For other low incidence languages the Department of Education translation and interpretation Unit is contacted if translation services are needed or requested by parents.
 3. The needs of the parents are evaluated by using survey monkey (online), open school day/night parent surveys (available in different languages), school environment survey. Parents can also contact the principal, assistant principal, parent coordinator, and guidance counselor via email through the school website. Translation services are provided by staff members or the Department of Education Interpretation Unit.
 4. The parent coordinator role is to make sure that parents feel welcome in the school and get involve in their children education, be a liason between the school and parents and parents and teachers. Keep the parents informed about resources, activities, upcoming events, etc.
Help parents navigate the department of education system.
Provide workshops according to parents needs.
Classroom visitations, open houses, and invitations to awards ceremonies.
Family literacy/math night
School trips
Parent/teacher meetings throughout the school year if requested by parents

E. Additional Information

Please include any additional information that would be relevant to your LAP and would further explain your program for ELLs. You may attach/submit charts. This form does not allow graphics and charts to be pasted.

Paste response to question here:

Part VI: LAP Assurances

School Name: <u>Jesse Owens</u>		School DBN: <u>16K026</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Cynthia Celestine	Principal		
Nola Spence	Assistant Principal		
Daquan Vann	Parent Coordinator		
Iris Torres	ESL Teacher		
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01

Melanie Mills	Guidance Counselor		
	Network Leader		1/1/01
	Other _____		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: **16K026**

School Name: **Jesse Owens**

Cluster: _____

Network: **306**

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

Part A: Needs Assessment Findings

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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