

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

26Q026

School Name:

P.S. 026 RUFUS KING

Principal:

ANDREW PECORELLA

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: 26Q026 School Number (DBN): 26Q026
Grades Served: Prek-5
School Address: 195-02 69th Avenue, Fresh Meadows, NY 11365
Phone Number: 718-464-4505 Fax: 718-464-4644
School Contact Person: Andrew Pecorella Email Address: apecore@schools.nyc.gov
Principal: Andrew Pecorella
UFT Chapter Leader: Mark Camaj
Parents' Association President: Nide Villanueva
SLT Chairperson: Andrew Pecorella
Title I Parent Representative (or
Parent Advisory Council
Chairperson): N/A
Student Representative(s):

District Information

District: 26 Superintendent: Danielle Giunta
Superintendent's Office Address: 61-15 Oceania Street Bayside, NY 11364
Superintendent's Email Address: DGiunta4@schools.nyc.gov
Phone Number: (718)631-6943 Fax: (718)631-6996

Borough Field Support Center (BFSC)

BFSC: Queens Plaza North Director: Lawrence Pendergast
28-11 Queens Plaza North
Queens, NY 11101
Director's Office Address: _____
Director's Email Address: lpender@schools.nyc.gov
Phone Number: 718-391-8222 Fax: 718-391-8320

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 that they have been consulted with 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 first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*.
3. 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. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. 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)
Andrew Pecorella	*Principal or Designee	
Mark Camaj	*UFT Chapter Leader or Designee	
Nide Villanueva	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Debra Gershman	Member/ Elected CSA	
Kate Kalensky Herfield	Member/ Elected UFT	
Katherine Theoharis	Member/ Elected UFT	
Scott Weitzman	Member/ Elected UFT	
Steven Koines	Member/ Elected UFT	
Elaine Irizarry	Member/ Elected Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Debbie Nicholls	Member/ Elected Parent	
Isolina Leal	Member/Elected Parent	
Mariela Rodriguez	Member/Elected Parent	
Tammy Wong	Member/ Elected Parent	
Christine Suknanan	Member/ Elected Parent	
	Member/	

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 new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

The Framework for Great Schools and CEP Development



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. 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 activities and strategies that improve outcomes for students.

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 Framework for Great Schools 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 two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

The Six Elements of the Framework for Great Schools

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.

Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

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.

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.

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.

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 administrators value each other.

The Quality Review and the Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, 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 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students’ academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor’s Regulations A-655](#).
- **Step 2:** 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.
- **Step 3:** Revisit your school’s current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you’ve identified, and will help your school community know when you’ve reached your goal.

- **Step 4:** 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.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** 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 activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan 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. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

Rufus King Elementary is a Pre-K-Grade 5 school located in Fresh Meadows serving approximately 674 students. Our enrollment is comprised of students with varying ethnic, racial, socio-economic, and educational backgrounds. The school population includes 64% Asian, 7% Black, 17% Hispanic, 9% White, 1% American Indian and 2% Multi Racial students. P.S.224, a District 75 program comprised of a population of students with moderate to severe disabilities, is co-located within our building.

Mission Statement : The mission of P.S. 26 is to provide a nurturing environment in which all children learn. Teachers, parents, students and community work collaboratively in order to actively achieve the goal TEAM 26 – Together Everyone Achieves More. We differentiate curriculum and instruction strategies so that all students will meet or exceed the Common Core State Standards. We provide an environment which is conducive to learning the skills necessary for the 21st Century.

STRATEGIC COLLABORATIONS & INITIATIVES

Special Initiatives

- Expansion to a Full-Day Universal Pre-K program.
- Partnership with Teacher's College Reading and Writing Workshop Project.
- School-wide implementation of Positive Behavioral Intervention and Supports program.
- Continuation and expansion of Adult ESL program offered to community members.
- The After School Corporation (TASC)
- School Beautification Initiative
- The Green Team Initiative
- Afterschool Rocks Music program
- Jump Rope for Heart event
- The March of Dimes Wonder Walk
- Math-a-thon family event
- Chess NYC After school program
- Mighty Milers student program

Strategic Collaborations

With the goal of expanding our range and quality of services, we have collaborated with several New York City programs to enlist their expertise.

- Office of Adult and Continuing Education
- The After School Corporation (TASC)/Jamaica YMCA
- NYPD Explorers
- The Green Team
- American Heart Association
- Japanese Weekend School
- The March of Dimes Foundation
- St. Jude's Hospital
- New York Road Runners Club
- Queens County Savings Bank

At P.S.26Q, the curriculum, instructional and organizational practices are aligned to the Common Core Learning Standards to meet the learning needs of all students. The student body at P.S.26Q includes representation of target sub-groups including 11% English language learners and 24% Students with Disabilities. We have several school-wide programs to meet the specific learning needs of these students including a K-5 ENL program, an Integrated Co-Teaching class on each grade level, three self-contained classes, Related Services and Academic Intervention Services. P.S.26Q

continues to deepen our commitment to implementing highly structured and differentiated instruction in which students are actively engaged in the learning process of thinking critically, inquiring and problem solving. However, the following data related to ELA student performance indicates that there is a need to make adjustments to maximize achievement for these target populations within our school.

Our School Quality Snapshot indicates limited progress of English Language Learners and Students with Disabilities as evidenced by student performance on the 2013 NYS ELA and the 2014 NYS ELA. In addition, 18 Students with Disabilities out of a total of 33 students received a level 1 on the 2014 NYS ELA. As stated in the 2013-2014 Quality Review Report, “high quality extensions and supports were also evident in some classrooms, but overall the use of these extensions and supports for English Language Learners and Students with Disabilities were not as prominent in all classrooms, resulting in fewer opportunities for all students to engage in challenging tasks.”

During the 2014-15 school year at PS 26 teachers on grades PK-5 were provided with a minimum of two common planning periods per week. These sessions aligned to the Framework for Great Schools as our teachers worked collaboratively around assessing our students’ progress, our current teaching practices, examining and revising curriculum and the school’s instructional focus of improving our school wide questioning and discussion techniques via the Danielson Framework for Teaching.

This collaboration also afforded teachers and administrators opportunities to assess our current writing curriculum and to plan improvements for the 2015-2016 school year. In order to increase the rigor of our writing curriculum in grades K-5 and to implement higher order thinking skills across grades and subject our school joined the TCRWP this year as a Writing Units of Study School. Now we have established a common set of expectations for how our writing curriculum should be implemented within and across grade levels K-5.

PS 26 also implemented a new Curriculum Team during the 2014-2015 school year. This team initialized the work of revising our writing curriculum by participating in a professional learning walk at a neighboring D26 elementary school that has successfully implemented Teacher’s College Reading and Writing Curriculum. The work of this team led to further collaboration amongst teachers at PS 26 and the formation of questions designed to assess and revise curriculum. These questions included

- How do we define “Engagement” at P.S. 26?
- What data do we value and why?
- What is the importance of a mini-lesson and how will each child benefit from this pedagogy and structure?

The results of this collaboration between grade level teams and administrators has ensured that PS 26 has fostered a common understanding of what rigor and planning for cognitive engagement look like in our school community, provided systems and structures within teacher teams to plan and revise curriculum based on common expectations using student work and data and established a common set of expectations for how curriculum should be adapted to provide access for all learners.

Collaboration amongst grade level teams and administrators also assessed our current “My Math” curriculum. Our school decided to supplement this curriculum with math word problems that required students to demonstrate higher order thinking skills. To this end we have implemented Math Exemplars across grades K-5 which require students to demonstrate fluency, application, and deep understanding of mathematical concepts. Now 100% of our classrooms in grades K-5 utilize differentiated math exemplars, affording students with opportunities to individually and collaboratively demonstrate their mathematical thinking.

Further development of school-wide valued processes and systems to regularly evaluate and modify curriculum and instructional practices will be an area of focus for the 2015-2016 school year to ensure that our students are prepared to meet the expectations and demands of the CCLS.

26Q026 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	678	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	0.7%	% Attendance Rate		94.6%
% Free Lunch	47.6%	% Reduced Lunch		14.4%
% Limited English Proficient	6.6%	% Students with Disabilities		18.5%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.5%	% Black or African American		7.5%
% Hispanic or Latino	17.3%	% Asian or Native Hawaiian/Pacific Islander		64.5%
% White	8.6%	% Multi-Racial		1.7%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	0.19	# of Assistant Principals (2014-15)		1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		2
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		2.3%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.2%	Average Teacher Absences (2013-14)		8.98
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	46.4%	Mathematics Performance at levels 3 & 4		65.8%
Science Performance at levels 3 & 4 (4th Grade)	96.6%	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward	X	Recognition		
In Good Standing		Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		YES
White	N/A	Multi-Racial		YES
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5A – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–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.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

According to the NYC School Survey from 2014-2015:

- 100% of our teachers provided regular opportunities for students to interact with academic language.
- 97% of our teachers provided students with reading and writing experiences grounded in evidence from text, both literary and informational.
- 94% of our teachers provided regular opportunities for students to interact with complex grade-level text and that they were able to provide opportunities for students to build their knowledge through content-rich non-fiction.

Quality Review 2013-2014:

- “ Deepen the use of teaching strategies that embed multiple entry points in the curricula for all learners, including relevant subgroups, so that higher-order thinking skills are evident in discussions and student work products” (1.2)
- “ Further develop processes and systems to regularly evaluate and adjust curriculum , instructional and organizational practices to meet learning needs of students and expectations of the Common Core Learning Standards” (5.1)

According to our New York State English Language Arts (NYS ELA) and Measures of Student Learning (MOSL) Assessments from 2014-2015, it is necessary to adjust instructional practices to incorporate higher level questioning and discussion techniques to increase students’ achievement levels. P.S. 26 will also focus on implementing multiple entry points to improve instructional practices for all students including our Students with Disabilities (SWD) and English Language Learners (ELL) subgroups.

State Tests 2014:

- 46.7% of the students scored a level 3 or 4 and 53.3 of the students scored a level 1 or 2 on the 2014 NYS ELA exam
- The average score was 2.9/4.5
- 18/33 students that received a level 1 received special education services

P.S.26's priority need based on the School Quality Snapshot 2013-2014:

This snapshot indicated that there has been limited progress of English Language Learners and Students with Disabilities which is based on student performance on the 2013 NYS ELA and the 2014 NYS ELA. As stated in the 2013-2014 Quality Review Report, “high quality extensions and supports were also evident in some classrooms, but overall the use of these extensions and supports for English Language Learners and Students with Disabilities were not as prominent in all classrooms, resulting in fewer opportunities for all students to engage in challenging tasks.”

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, at least 70% of K-5 students who participate in the MOSL BOY assessment, including at least 50% of our students that are ELLs and SWDs, will demonstrate at least a 20% positive increase on their End of Year assessment as measured by MOSL rubrics.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Teachers will plan and facilitate rigorous Common Core Learning Standards (CCLS) lessons using the ELA Wonders program and the Teacher’s College Reading and Writing Workshop (TCRWP) methodology. Instruction will be differentiated and a supportive environment will be fostered where the children are encouraged to ask and answer questions of high cognitive challenge. Professional Development will be given to the staff regarding the Teacher’s College Reading and Writing Workshop.</p>	<p>K-5 classroom teachers, students</p>	<p>September 2015- June 2016</p>	<p>Teachers, Administration, Staff Developers, Literacy Liaison</p>
<p>Teachers will collaborate to analyze student writing during the Professional Learning Cycle through inquiry meetings with a specific focus on at risk learners, SWDs and ELLs. The data gathered will be used to modify teaching practices to incorporate multi-modality approaches based on the identified learning needs of students. In addition, levels of student interest will be targeted based on the analysis of student inventories.</p>	<p>K-5 students, SWDs, ELLs</p>	<p>September 2015-June 2016</p>	<p>Teachers, ENL staff, Administration, School Implementation Team</p>
<p>Newsletters will be sent home monthly informing parents of rigorous learning targets, including essential questions, learning outcomes in the content areas, questions to ask the child at home and key vocabulary terms.</p>	<p>Parents</p>	<p>September 2015-June 2016</p>	<p>Teachers, Administration</p>
<p>Teachers and administrators will build trust by collaboratively identifying areas of need to address through the Professional Learning Cycle. Professional</p>	<p>Teachers, Related Service Providers, Administration, Professional</p>	<p>September 2015-June 2016</p>	<p>Teachers, Administration,</p>

Learning will provide support to teachers in literacy instruction.	Development Committee		
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Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Professional Learning Walks, grade level planning and turn-key TCRWP
- Teacher Team Inquiry time
- Grade level common preps
- Parent engagement time
- Pre/Post observation meetings
- MOSL resources
- Teachers TCRWP Professional Development Days
-

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

In order to monitor student progress, students in K-5 will participate in a mid- year Performance Task at the end of January or beginning of February 2016 to measure student growth. Student growth will be measured by using the MOSL rubrics. In order to meet our goal by June 2016 our mid-year benchmark will demonstrate that at least 50% of our students have made progress on the MOSL rubric, including at least 25% of our ELLs and SWDs, since the Fall Baseline.

Teachers will meet with their grade level teacher teams to review the mid-year Performance Task outcomes, plan for instruction, and modify/differentiate instruction based on individual student needs. Teachers will be supported in using the workshop model and best teaching practices. Professional Learning Walks will be utilized to address problems of practice in areas of specific needs and strengths.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5B – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

According to the 2014-2015 school survey, PS26’s strengths were in the Supportive Environment area with a score of 95% of positive responses compared to the city-wide average of 92%.

Quality Review 2013-2014

As stated in our Quality Review Report from 2013-2014, “ the implementation of Depth of Knowledge higher level questioning and student- to- student discussions, as well as, differentiated work assignments and multiple entry points into lessons were not evident to the same extent in all classrooms.”

According to the school’s Danielson Framework for Teaching observation data for the 2014-2015 school year:

- 100% of the teacher observation reports were Effective or Highly Effective in Danielson Domain 2a.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, 100% of teachers will design coherent instruction that is designed to meet the cultural background of their students, as well as the needs of ELLs and SWDs as measured by at least 50% of teachers making progress in their performance in Danielson Component 1E.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
With the support from ongoing Professional Learning, teachers will collaborate in grade level teacher teams to provide coherent instruction that is aligned to instructional goals, and is designed to engage students in high-level cognitive activities that are appropriately differentiated for individual learners.	Teachers, K-5 students	September 2015-June 2016	Teachers, Related Service Providers, Administration
Vertical and Curriculum teams for ELA and Math will further analyze student data to meet the academic needs of target populations including at risk SWDs and ELLs. Teachers will be supported in developing scaffolded academic tasks to meet the individual needs of all learners.	K-5 students, SWDs, ELLs	September 2015-June 2016	Teachers, Related Service Providers, ENL teachers, Administration
Families will be informed and provided with resources to support our school's instructional focus. They will be provided with access to P.S.26Q instructional questions via newsletters, the school's website and parent engagement time.	Parents/Families	September 2015-June 2016	Teachers, Administration
To continue to build a trusting professional learning community, school administration will support teachers in incorporating multiple entry points (auditory, visual, tactile, kinesthetic) into coherent instruction.	K-5 students	September 2015-June 2016	Teachers, Related Service Providers, ENL teachers, Administration

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<ul style="list-style-type: none"> • Professional Learning • Teacher Team Inquiry time • Parent engagement • Vertical Team meetings • School-wide system for collecting data • School website
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By February 2016, administration will have completed at least 50% of their observation reports and have given timely feedback to teachers.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5C – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

2014-2015 School Survey:

100% of teachers responded positively that they were able to share and discuss students' work with other teachers.

100% of teachers responded positively that they were able to modify instructional activities and materials to meet the developmental needs and learning interests of all their students.

According to the PS26 School Survey from 2014-2015 school year, 84% of the responses in the area of collaborative teachers were positive in nature as compared to the city-wide average of 89%.

PS26 has identifies the following priority need:

- To provide professional development that is sustained and coherently focused around teacher teams working collaboratively to design coherent instruction for all students, including ELLs and SWDs.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, 100% of teachers will be effective or highly effective in Danielson Component 1E by working collaboratively in teacher teams to design coherent instruction for all students, including ELLs and SWDs.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote teacher-parent collaborations to improve student achievement. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
The Professional Development Committee will meet monthly to develop and implement a professional learning cycle focused on research-based instructional programs, evidence-based teaching and differentiated instructional practices to improve student outcomes.	Teachers	September 2015-June 2016	Teachers, Administration, Staff Developers
Administration will support teachers in providing common prep periods in order to facilitate teacher planning, best instructional practices and strategies related to SWDs and ELLs to engage students in learning and promote student growth.	K-5 students, SWDs, ELLs	September 2015-June 2016	Teachers, Administration
Teachers will facilitate parental workshops to help promote literacy and math skills at home. A newsletter is sent home monthly to help promote academic skills. Notifications of current reading levels are sent home a minimum of four times per year.	Parents/Families	September 2015-June 2016	Teachers, Administration
Teachers will participate in peer learning walks facilitated by school administration in order to share and provide support to colleagues.	Teachers	September 2015-June 2016	Teachers, Related Service Providers, Administration

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<ul style="list-style-type: none"> • Professional Learning • Learning Walks • Grade level common preps • Professional Development Committee • Parental workshops 											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

At least 65% of teachers will be rated effective or highly effective in Component 1E as measured by the Measure of Teacher Progress (MOTP) Advance reports after two rounds of observations based on the Danielson Framework for Teaching.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5D – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

PS 26’s Instructional Focus is based on improving our questioning and discussion techniques with a specific focus on implementing the following highly effective practices via the Danielson Framework for Teaching:

- Students initiate higher-order questions.
- The teacher builds on and uses student responses to questions in order to deepen student understanding.
- Students extend the discussion, enriching it.
- Students invite comments from their classmates during a discussion and challenge one another’s thinking.
- Virtually all students are engaged in the discussion.

Advance Observation Dashboard Reports indicated the following:

As of June 5, 2015 and based on observation reports from the 2014-2015 school year, 17% of teachers had a highly effective average in Using Questioning and Discussion Techniques (component 3b of the Danielson Framework for Teaching).

The Principal’s Performance Observation from April 29, 2015 emphasized the need to ensure that the school’s systems provide opportunities to evaluate all aspects of instructional, organizational, and curricular decisions on a regular basis to target the learning needs of the students and teachers.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, there will be an increase of at least 5% on the school survey on the area of “Effective School Leadership” by working to ensure that school leaders establish a clear vision for professional learning and participate in collaborative instructional planning with teachers.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<ul style="list-style-type: none"> • Our school will implement the Units of Writing Professional Development Services from Teachers' College. Four full days of teacher professional development per grade level will be provided. • Principal will attend three full days of Professional Development facilitated by Teachers College Reading and Writing Project. These sessions will provide an overview of the essential methods necessary to support the curriculum and the school-wide reform in writing. All information from the workshops will be shared with and implemented by teachers in K-5. • Students' writing samples in grades K-5 will be analyzed during the school year by grade level teams utilizing an inquiry model. 	<p>Teachers in Grades K-5</p>	<p>September 2015-June 2016</p>	<p>Principal., Assistant Principal, Teacher's College Staff Developer, K-5 Teachers</p>
<ul style="list-style-type: none"> • Professional development sessions will be created for teachers that focus on the implementation of strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups. • Learning walks within our school will be created for teachers in grades K-5 in order for teachers to share best teaching practices and to receive actionable feedback around "problems of practice" relating to ELLs, SWDs, and our school's lowest and highest third. 	<p>Teachers in Grades PK-5</p>	<p>September 2015-May 2016</p>	<p>Principal, Assistant Principal, Lead Teachers, ENL Teachers, Teacher's College Staff Developer</p>
<ul style="list-style-type: none"> • Parental workshops will be offered that focus on what parents can do with their children at home to reinforce the concepts that have been taught in school. • Administration will host parental workshops based on strengthening the home to school connection. • Families will be informed and provided with resources to support our school's instructional focus as well as our school's implementation of the Teachers College Writing Program. They 	<p>Teachers in Grades PK-5</p>	<p>September 2015-May 2016</p>	<p>Principal, Assistant Principal, Parent Coordinator, Lead Teachers</p>

will be provided with access to PS26Q instructional questions via newsletters, the school’s website and parent engagement time.

- Our school will continue our summer reading program that was initiated in June 2015 for grades K-5. This program will require students to complete at a minimum of one fiction and one non-fiction reading/writing assignment during the summer months with the assistance of their parents/guardians. All assignments will be based on the CCLS for students’ new grade assignments in September.

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Human Resources:

- Teacher Team time
- Substitute teacher coverage for Teacher Teams in Grades K-5 to attend professional development days at Teachers College

Instructional Resources:

- K-5 Units of Study in Writing from Teachers College

Schedule Adjustments:

- Other Professional Work Time on Tuesdays
- Professional Learning on Mondays
- Administrators will ensure that a minimum of two common planning periods are provided to teacher teams in grades K-5

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

School leaders will participate in collaborative instructional planning with teachers and work collaboratively with PS 26’s Professional Development Committee to establish a clear vision for professional learning. Data from teacher surveys and feedback forms from professional learning sessions will be analyzed in order to monitor growth.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5E – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

PS26’s analysis of the 49% of New York City School Surveys completed by families, indicates needed improvement of our response rate and parent understanding of the importance of their input and feedback. Our needs assessment framework from the May 2015 school survey indicated that 92% of our families agreed that PS 26 has strong family-community ties.

We partner with community based organizations for parent/guardian workshops, after-school and enrichment programs. (YMCA-TASC Sept.-June, instrumental music lessons-After School Rocks Nov.- June) We offer daytime and evening Adult English as a Second Language (ESL) classes provided by the Office of Adult and Continuing Education Sept.-June. We visit and invite into school, student learning events (Chess NYC Feb.-May).

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, administration, parent coordinator and school faculty/staff will continue to develop and grow opportunities, events and partnerships increasing the flow of information sent to families to improve our score in the "Strong Family and Community Ties" section of our School Survey by 5%.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Provide workshops and learning opportunities for parents in topics that will support their child’s academic success such as: Free ESL classes for adult family members, assessments, social and emotional growth for parents and children, parent book club, community and cultural events, core curriculum, understanding data on New York City School Survey, Comprehensive Education Plan, School Quality Guide and other school reports, parent child craft events and special education.</p>	<p>All Parents/Guardians</p>	<p>September, 2015-June, 2016: ongoing</p>	<p>Principal, Assistant Principal, Parent Coordinator.</p>
<p>Ensure communication of school and community events, newsletters, calendars, through correspondence (ex; emailing, distribution lists, sending information home with students, school and Parent Teacher Association (PTA) websites, and the implementation of school messenger system). School community will maintain regular contact with families regarding student progress including communication in the home school notebook.</p>	<p>All Parents/Guardians</p>	<p>Weekly</p>	<p>Principal, Assistant Principal, Parent Coordinator, teachers/staff and webmaster.</p>
<p>Providing Interpretation services to families and students for Parent Teacher meetings/conferences and orientations. Distribution of translated materials.</p>	<p>Parents identified by ATS RAPL home language survey</p>	<p>Ongoing</p>	<p>Principal, Assistant Principal, Parent Coordinator.</p>
<p>Regularly meeting with PTA Executive Board and hosting “Coffee and Conversation with Administration”. Sharing information and understanding of the NYC Survey assessment.</p> <p>Parents will participate in all school events: Gym night, Field day, Harvest Fall Festival, Walk-a-thons, Book Fairs, International Night, Cultural Days, School dances, Movie Night, Jump Rope for Heart, Mighty Milers, School trips and Senior Day. Staff, parents and students will implement Positive Behavior Intervention Supports (PBIS) with incentives to the program being supported by the PS26Q PTA.</p>	<p>All Parents/Guardians</p>	<p>Monthly</p>	<p>Principal, Assistant Principal, Parent Coordinator, staff.</p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Translation and Interpretation services. Community based organizations. Principal, Assistant Principal, Parent Coordinator, Social Workers, all Classroom Teachers Pre-K -5, Cluster Teachers, Staff and Parent Volunteers. Calendar of Events, flyers, Parent Distribution Lists, School and PTA websites, School Statistic reports, School Quality Guide and attendance sheets.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF	X	PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.										
<ul style="list-style-type: none"> • By February 2016 we will have offered at least 10 parent workshops and seen an increase of parent attendance by a least 10% between September - January. • After each Parent Teacher conference: September, November, March and May analysis of parent attendance will be conducted to improve attendance. 										
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.										

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 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)	<p>Teachers will engage in grade level inquiry work using the ATLAS and BASIC protocol to analyze graded student work samples to identify specific needs, determine possible solutions, and assess the impact of their teaching.</p> <p>Any student that received a Level 1 or 2 on the NYSELA exam.</p>	<p>Teachers will use strategies aligned to the Teachers College Units of Study in Writing to encourage students to add text-based details to support answers in their written responses. through multiple resources, including Thinking maps. Teachers will implement the Teachers College workshop model and differentiate instruction as needed. Teachers will encourage students to generate their own questions that support their thinking as well as challenge their classmates' ideas.</p>	Small group	<p>During the school day, the Title III before and after-school programs will provide services for ELL students in grades 1-5 and the lowest performing students in grades 4 and 5, including Students with Disabilities</p>
Mathematics	<p>Teachers will engage in grade level inquiry work using the ATLAS and BASIC protocol to analyze graded student work samples to identify specific needs, determine possible solutions, and assess</p>	<p>In order to focus on students' word problem solving skills teachers in grades K-5 will implement Math Exemplars to supplement the My Math Curriculum.</p>	Small group	<p>During the school day</p>

	<p>the impact of their teaching. Any student that received a Level 1 or 2 on the NYSMATH exam.</p>	<p>Pre-assessments will be utilized on a consistent basis for each math unit across grades K-5.</p>		
Science	<p>Teachers will engage in grade level inquiry work using the ATLAS and BASIC protocol to analyze graded student work samples to identify specific needs, determine possible solutions, and assess the impact of their teaching</p>	<p>Teachers will use strategies to encourage students to add text-based details to support answers in their written responses through multiple resources, including Thinking maps. Teachers will implement the Teachers College workshop model and differentiate instruction as needed. Teachers will encourage students to generate their own questions that support their thinking as well as challenge their classmates' ideas.</p>	Small Group	During the school day
Social Studies	<p>Teachers will engage in grade level inquiry work using the ATLAS and BASIC protocol to analyze graded student work samples to identify specific needs, determine possible solutions, and assess the impact of their teaching</p>	<p>Teachers will use strategies to encourage students to add text-based details to support answers in their written responses through multiple resources, including Thinking maps. Teachers will implement the Teachers College workshop model and differentiate instruction as needed. Teachers will encourage students to generate their own questions that support their thinking as well as</p>	Small group	During the school day

		challenge their classmates' ideas.		
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<ul style="list-style-type: none"> • Teacher/Parent referral • Students' Independent Reading Levels • Classroom Assessments • NYS Exam scores • Team meetings to evaluate students' progress in math and ELA • MOSL Baseline data • Students' on demand writing assessments 	Positive Behavioral Interventions and Supports program. The School Implementation Team (SIT) will meet a minimum of 1x per month to assess the progress of students who are receiving at-risk services as well as determine additional students that need services.	Small group	During the school day

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

2b. High Quality and Ongoing Professional Development

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

Part 3: TA Schools Only

3a. Use of Program Resources

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

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).

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.).

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.

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, 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 '16 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> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal			
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local			

¹Explanation/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:

- 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.
- 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:

- **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).
- **Title I Priority and Focus School Improvement Funding:** Support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **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 an 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.
- **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.
- **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:

- **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.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)
(Required for All Title I Schools)

Directions: All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team 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's Title I Parent Advisory Council (PAC) 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)

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. **PS 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. **PS 26** will support parents and families of Title I students by:

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

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 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, School Quality 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)

PS 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 on assessments.

I. School Responsibilities:

Provide high quality curriculum and instruction consistent with Common Core 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 to 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.

Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

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

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

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

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

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input checked="" type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>50</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>6</u>
of certified ESL/Bilingual teachers: <u>2</u>
of content area teachers: <u>4</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: _____ Upon analysis of data including formative and summative assessments (NYSESLAT, ELA, interim assessments and teacher feedback) we have determined the need to focus on improving proficiency in all four modalities while supporting language development in core content areas including math. Our focus for the upper grades is preparation in order to achieve gains on the ELA, NYSESLAT and math assessments. The focus of the lower grades is to develop literacy skills in all four modalities (speaking, listening, reading and writing). Using the AMAO, we will concentrate on students who have not made adequate achievement as a subgroup. We will invite all of our ELLs to participate as well as former ELLs who are entitled to an additional two years of support in academics. Our morning group will be an ESL enrichment program for advanced ELLs and our Former ELLs who passed the NYSESLAT within the past two (2) years. Our morning program with host twenty (20) students. We will implement a co-teaching model including a certified ESL teacher, for ELL specific strategies and a Common Branch teacher who will offer core content support. We will use Crosswalk Reading and Buckle Down Math as well as additional in-house supplemental materials. Based on the data, our Advanced ELLs struggle the most with reading and writing therefore, we will focus on using framed paragraphs for writing and teaching academic vocabulary through nonfiction texts. Our afternoon program host forty (40) current ELLs who are at the beginning and intermediate level. We will prepare students for upcoming assessments in ESL, ELA and other core subjects. Our teachers will use MONDO "Let's Talk About It!" to improve oral vocabulary and fluency. The certified ESL teacher will use well researched ELL methodology in combination with the curriculum familiarity of the common branch teachers to support the various needs of our ELL population. Sessions will focus on discussions around pictures and using linguistic frames to improve speaking and listening skills. In this afternoon program, there will be three (3) classes of students and the ESL teacher will co-teach with each of the common branch teachers in thirty (30) minute increments each afternoon.

The programs will take place on Wednesday and Thursday afternoons from 2:45 to 4:15 PM and on Wednesday and Thursday mornings from 7:15 to 8:15 AM. We plan to commence in December 2014. One supervisor will cover the morning program and another the afterschool PM program as there are no other DOE programs in our building during those times. The program will end in March 2015

Part C: Professional Development

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

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

Begin description here: _____ There will be two (2) professional learning sessions that will take place during the Title III program. The sessions will be facilitated by our Assistant Principal. The six (6) teachers in the program will attend each session which will last one (1) hour. The first session will be held prior to the start of the program on December 16th. It will focus on: Goals and Expectations- aligning lessons to the CCLS. The second session will be held on February 2nd. This session will focus on: Using data to drive instruction. In order to ensure that all teachers of ELLs are able to utilize the most effective strategies,

Part C: Professional Development

our two (2) certified ESL teachers will present workshops on a variety of topics. These workshops will focus on scaffolds, incorporating Thinking Maps into lessons, and developing academic language with our ELLs. Furthermore, our two (2) certified ESL teachers will attend monthly Network ELL meetings and turn-key new strategies and information to the teachers. Some topics that will be shared at these monthly meetings are: distinguishing the differences between language acquisition and learning disabilities as well as supporting ELLs in writing.

Part D: Parental Engagement Activities

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

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

Begin description here: Two (2) parent workshops will be offered for the parents of students in the morning and afterschool program by our two (2) certified ESL teachers. The title of the workshops offered to parents are 1. CCLS and becoming College and Career Ready, 2. Preparing for New York State Assessments. The workshops will be conducted in January 2015 from 5-7 pm and March 2015 from 5-7 pm. We will also inform parents of promotional criteria for ELLs, testing accommodations for ELLs and former ELLs as well as how to navigate ARIS. The parents will be notified of these workshops by letters translated into their home languages. Parents will be given support materials to use at home with their child. Meetings will be in-house at no cost to the program. Translation at meetings will be offered by bilingual teachers and one of our ESL teachers who is fluent in Korean.

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	<u>9,185.</u>	<u>6 teachers 145 hours with fringe 5996.</u> <u>1 Principal /1 AP 30 hours each with fringe 2760</u>
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	<u>0</u>	<u>In-house given by AP and certified ESL teachers</u>
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. 	<u>2,023.05</u>	<u>Mondo Let's Talk About It!</u> <u>5 kits@ 195.99= 979.95</u> <u>CrossWalk Reading</u> <u>30 @ 9.89= 296.70</u> <u>Buckle Down Math</u> <u>30@ 9.88= 296.40</u> <u>Consumables (notebooks, pencils,</u>

Part E: Budget**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<ul style="list-style-type: none">• Must be clearly listed.		<u>folders, markers, index cards, etc..)</u> <u>450.00</u>
Educational Software (Object Code 199)	<u> </u>	<u> </u>
Travel	<u> </u>	<u> </u>
Other	<u> </u>	<u> </u>
TOTAL	<u>11,208.05</u>	<u> </u>

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM

2015-16 AND 2016-17 SCHOOL YEAR

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

District 26	Borough Queens	School Number 026
School Name Rufus King		

B. Language Allocation Policy Team Composition

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

Principal Andrew Pecorella	Assistant Principal Debra Gershman
Coach type here	Coach type here
ENL (English as a New Language)/Bilingual Teacher Victoria Klinger	School Counselor type here
Teacher/Subject Area type here	Parent type here
Teacher/Subject Area type here	Parent Coordinator C. Marziliano
Related-Service Provider type here	Borough Field Support Center Staff Member type here
Superintendent type here	Other (Name and Title) type here

C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program		Number of teachers who hold both content area/common branch and TESOL certification	4
Number of certified bilingual teachers currently teaching in a bilingual program		Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]		Number of teachers who hold both a bilingual extension and TESOL certification	
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program		Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	0	Number of special education teachers with bilingual extensions	

D. Student Demographics

Total number of students in school (excluding pre-K)	687	Total number of ELLs	67	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5
	<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11

This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education														0
Dual Language														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	67	Newcomers (ELLs receiving service 0-3 years)	67	ELL Students with Disabilities	5
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	0	Long-Term (ELLs receiving service 7 or more years)	0

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL										0
ENL	67	0	5	0	0	0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: _____

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

**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

* EP=English proficient student

**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 is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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Freestanding English as a New Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish		1												0
Chinese	5	5	2			1								0
Russian						1								0
Bengali		1												0
Urdu		3	1	1										0
Arabic	2	3	1											0
Haitian														0
French														0
Korean	15	16	1	2										0
Punjabi														0
Polish														0
Albanian														0
Other		1	2	2		1								0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)	2	4	2	1										0
Emerging (Low Intermediate)	4	2												0
Transitioning (High Intermediate)	5	6	1			1								0
Expanding (Advanced)	11	18	3	4		2								0
Commanding (Proficient)		10	10	5	1	2								0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total														0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total		10	16	11	6	3								0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3			1		0
4	1	1			0
5	1		1		0
6					0
7					0
8					0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3							1		0
4	2		1		1				0
5	2				2				0
6									0
7									0
8									0
NYSAA									0

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry Math _____				
Chemistry				
Earth Science				
Living Environment				
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography				
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.

Teachers at PS 26Q use a wide variety of tools to assess early literacy skill levels in our ELL population. Included are assessments such as the NYSITELL and NYSESLAT. All grades use Fountas and Pinnell assessments several times a year for leveling and instruction. We have introduced the NYC Performance Assessment commencing in Kindergarten as an additional tool for assessing literacy levels. Our ELA Wonders program includes unit assessments that all teachers utilize in order to differentiate instruction. Teachers rely on running records, conferencing, observations and portfolio pieces for assessment. This is ongoing and updated. We are using a variety of protocols as another means of evaluating student work. All providers use data to plan instruction and set individual goals for students. Goals are updated weekly and monthly. Data informs us that our beginner and low intermediate ELLs are in need of additional time spend on basic language skills. We are aware that we must use visuals to enhance learning. Our higher intermediate and advanced ELLs may need additional time to work on ELA skills to bring them up to grade level. All of our assessment tools assist in proper placement and grouping within our ESL program and in the classroom. to questions here:
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?

2/3

Based upon analysis of data from Fall 2015 NYSITELL and Spring 2015 NYSESLAT results, a majority of our students, both continuing and new, fall into the Transitional and Expanding range. All of our ELLs have been in the program for less than four years. Our continuing students improved test scores by at least one level, with many achieving commanding status. All students increased their speaking and listening skills and the focus for continuing students at the TR and EX level will be in the areas of reading comprehension and writing mechanics and depth. Our ELLs who show the least gains are in our self-contained and ICT classes. The data informs us that we need to offer support in the development of academic vocabulary in all content areas. Our commanding students are now entitled to additional support by an ENL/CB certified pedagogue and focus will be on ELA skills and content comprehension. We have met and gone beyond our Annual Measurable Achievement objectives (AMAO) steadily in the past and plan for identical success in the future.

3. How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

Information obtained from the AMAO tool has been used in a variety of ways to enhance our program for ELLs. It allows use to project out ELL status for several years based on past testing results. It will also inform us of student achievement in content areas as well as by sub-group. The results are used to design effective instructional programs for our ELLs at all proficiency levels. We can plan academic intervention for individuals not progressing in the program. We can take an inquiry approach when following student achievement.

4. For each program, answer the following:
- What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home 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 home language used?

Our program is a free standing ENL program and our students test almost exclusively in English, with the opportunity to refer to translated test versions as well as bilingual glossaries. Most of our students test well in math and science, as they can refer to translated version. We are not participating in the ELL Periodic Assessment program at this time.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs](#).]

All available data is used to guide instruction for ELLs within the RTI framework. Systematic analysis of data obtained from ELA and Math State testing, NYSESLAT and NYSITELL, and the NYC Performance Assessment (new baseline) in conjunction with Fountas and Pinell and a variety of school-wide periodic assessments drive instruction. Scores are broken down by components within the assessments by all modalities to determine individual weaknesses. We need to look at specific CCLS that have not been mastered and address the skills that need intervention. Tier one intervention includes ESL instruction based upon the mandates of CR Part 154 as well as some native language support through peer translation or the use of dictionaries and glossaries. Teacher familiarity with any possible L1 interference as well as knowledge of the cultural background can assist at the Tier 1 level as well. Foundation skills such as alphabet recognition and phonemic awareness may be part of the Tier 1 plan. Content specific vocabulary should be introduced prior to a lesson. Classroom teachers must use all possible ESL methodology and strategies, including scaffolding and paraphrasing, to achieve skill development. Tier 2 intervention includes smaller group setting within the classroom focused on specific skill development. Progress must be monitored consistently. Tier 3 intervention may include the student's participation in small group AIS classes, Wilson Reading, Foundations, at risk SETTS and Title III ESL programs. A bilingual evaluation may become necessary. All in all we must take a team approach to offer any intervention to allow the students to succeed and must constantly monitor progress to add or remove additional supports as needed.

6. How do you make sure that a student's new language development is considered in instructional decisions?

All classroom teachers, cluster teachers and related service providers are aware of the language status of the students. Second language development is taken into consideration when planning lessons and activities for all ELLs and FELLs in the school. Staff members attend in house professional development sessions that focus on the strategies and methodology they might use in promoting language development, an example would be offering extra wait time for answers. Flexible grouping within the classroom is determined by a variety of assessments as well as the knowledge of the home language and English proficiency level for each student. Goals are set for growth in ELA skills per Common Core standards. Formal and informal assessment is used to indicate that goals have been reached. Articulation between the ESL provider and the others who work with our ELLs guarantee that second language development is taken into consideration.

7. For dual language programs, answer the following:

- How are the English-proficient students (EPs) assessed in the target language?
- What is the level of language proficiency in the target language for EPs?
- How are EPs performing on State and other assessments?

NOT APPLICABLE

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

The ultimate test of a program is the success of the students. We evaluate the success of our ESL program through student achievement on NYSESLAT and a variety of state exams including the ELA, math and science as well a teacher input. Our expectations for students are that they move up at least one level annually on NYSESLAT and most do. Teacher feedback is equally important as students learn to navigate in their new language. Articulation between the ESL and classroom teacher on an ongoing basis allows for transparency of results. The success is apparent as the students move towards parity with native English speakers in both an academic and a social setting. Based on past AMAO analysis and future prediction we will continue our success into the future. Most ELLs move up at least one level on NYSESLAT each year. Academic intervention is put into place for those who do not show significant growth. These students usually include those in our special education programs and may have a language based disability that crosses both L1 and L2.

Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent’s preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.
Upon registration, all parents/guardians must complete a Home Language Identification Survey (new form) in either English or the home language.. The administration of the HLIS is supervised by either our ENL teacher or our assistant principal. An interview is conducted with the parent and/or child to determine the home language and past education of the student. This step is taken for all new NYS admits as well as those who have not been in NYC or NYS public school for two or more years. Qualified interpreters are present as needed (teachers, paras, school aides or social worker). Eligibility for NYSITELL is determined and noted on the HLIS and OTELE code is correctly noted. Within ten days of initial attendance, students are administered NYSITELL. Spanish speakers are tested on the Spanish LAB. This is a process that is ongoing throughout the school year. RADP reports are printed weekly to insure the process is completed within 10 days of enrollment here. The process is completed by a trained and certified pedagogue together with the parent. Student will be given the NYSITELL should one answer to question 1-4 on the HLIS and two answers in questions 5-8 indicate the need for testing and the parent interview reveals the need for testing as well.
2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).
SIFE Students are identified in several ways. Parents/Guardians are questioned as to the past educational level of the student being enrolled during the administration of the HLIS. The student is assessed both academically and socially during the interview process. Should there be a question as to the academic placement of the student; a SIFE questionnaire will be administrated. SIFE status is determined and can be modified up to 30 days after the enrollment process, if needed.
3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).
Newly enrolled students with IEPs are administered the HLIS at registration. Should a home language other than English be noted, we formed a Language Proficiency Team to determine if the student has English language acquisition needs. Our team includes our ENL teacher, our assistant principal, our school psychologist and the child’s parent. When it is determined that the student is dominant in a language other than English, the NYSITELL is administered to determine program eligibility. Jointly, the LPT makes a recommendation regarding NYSITELL administration. Should the team find that the child has a disability and not English language acquisition needs, the principal will review the recommendation. If in agreement with the decision to not test, the superintendent of the district will review the findings and offer a final determination within 10 days. Within 5 days following, the student will be tested if needed.
4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.
Within five days of administering NYSITELL, parents are notified that their child is either entitled or not entitled to participate in our ENL program. We send the letter in both English and the home language, found on the DOE intranet. If entitled, parents are invited to attend our initial orientation/survey meeting held within 10 days of the start of the school year . Mrs. Klinger, our ENL teacher, is responsible for this process.
5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).
The entitlement letter is sent home to all parents/guardians of new ELLs as determined by NYSITELL results. The letter states that a parent must contact the school within 45 days of enrollment of they would like the childs’ ELL status to be reviewed. Parents are informed at the initial orientation/survey meeting of this option. Letters are sent home in th parent’s preferred language.
6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.
We hold an initial mandated orientation within ten days of enrollment for all ELL families. Here, parents view the DOE video and receive the English Language Learners two page handout. The video and hand out are available in multiple languages. Parents also receive information about all three program choices in the entitlement letter inviting them to our meeting. Parents who do not attend are contacted for individual meetings during parent engagement time. Questions about all three options are entertained and answered. Orientation meetings are the responsibility of our ENL teacher. Mrs. Klinger. Parents are informed of the availibility of DL

or TBE programs, should they become available. We have never experienced the need to open a program at PS 26 as parents prefer the free standing ENL program. We will hold additional group meetings as needed if a large number of new admits register at a mid-point in the school year.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.

7/8 We reach out to parents at our initial orientation/survey meeting and request that they complete the form at this time. We then contact remaining parents by a letter in the students' backpack to contact our ENL teacher for individual appointments during which the form is completed. We must complete the ELPC screen in ATS within 20 days of enrollment. This screen allows us to view those parents who have not completed a choice survey and we continue to initiate contact to set up ongoing appointments. We must inform parents that the default program is TBE should they not complete the survey selection form. All communication is in the preferred language of the parents. Mrs. Klinger coordinates the collection and completion of surveys and updates ELPC.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.

9. Describe how your school ensures that placement parent notification letters are distributed.

Upon receipt of the survey and program selection form, all parents receive notification (in English and the home language) as to their child's placement in our school. This is sent home via backpack and a copy must be signed and returned to ensure notification was received.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).

ELL documentation is maintained in several places. HLIS are kept in both the main office and copied into the student's cumulative folders. All other letters/surveys are maintained in the ENL classroom in a binder which includes survey responses and entitlement/non-entitlement letters signed by parents. We maintain copies in English only.

11. 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 identified as ELLs must take NYSESLAT each spring. Weekly, the ELL coordinator views reports from ATS (eg. RADP, RLER) to guarantee that all new admits are evaluated for ENL status. Prior to testing, all reports are run again to insure identification of ELLs and eligible for NYSESLAT. Notice is sent out to parents in the weeks prior to testing to inform them of NYSESLAT dates. We let families know that their children must be in attendance on those dates. Make up dates are scheduled during the testing window to insure all ELLs receive all parts of NYSESLAT.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.

All continuing ELLs receive notification of continued entitlement/ELL status via letters sent home that must be signed and returned. Letters are sent in English and the home language when available on DOE intranet. The same is true of FELL students entitled to transitional support. Signed letters are maintained in a binder in the ENL classroom by Mrs. Klinger.

13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

A vast majority of parents of ELLs select our free standing ENL program as their primary choice. All parents are informed of the three programs available in NYC schools. Approximately 99% of our new families select freestanding ENL as their first choice. This has been a historic fact since the commencement of the survey program. We may have one parent each year who requests a DL or TBE program. We have never experienced 15 parents of the same language in two contiguous requesting a program other than ENL. We are aware of the Aspira Consent Decree and will respond accordingly should the situation arise.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (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]).
 - a. Freestanding ENL program.
 - 1 a. All ELL students must receive a specified amount of standalone ENL and integrated ENL instruction, per CR Part 154.2. Stand-alone instruction will develop English language skills to insure success in core content courses. It will be delivered by a certified ESL teacher through either a pull out or push in model, depending upon need and scheduling. Integrated instruction is designed to build English skills through content language instruction. This may be delivered in the students' classroom with the provider being dually certified (ESL and common branches). We have the option of delivery with our dually certified ESL teacher as well. Students at the EN and EM levels may be pulled for instruction, while our TR and EX students may receive ENL instruction in their own classroom. Students will be instructed at grade level. However, there may be mixed proficiency levels in the classroom. All instruction is in English with home language support provided by peers, dictionaries and glossaries..
 - b. TBE program. *If applicable.*

We do not have a TBE program.
 - c. DL program. *If applicable.*

We do not have a DL program
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

. We ensure that all ELLs receive the mandated instructional minutes per CR Part 154. Students at the EN and EM level will receive a total of 360 minutes (2 units) of instruction per week. Stand-alone instruction of 180 minutes per week will be provided by a certified ESL teacher. A dually certified classroom teacher (ESL and common branches) will provide 180 minutes of integrated instruction that incorporates core content including science, math, social studies and ELA, using researched and proven ENL methodology. Our TR and EX students receive 180 minutes of integrated ENL/ELA instruction either in their classroom with a dually certified teacher (K, 1 & 2) or in a pullout / push in model with a dual certified teacher. Our commanding students receive 90 minutes of integrated ENL in either ELA or content area, provided by a certified dual licensed ESL teacher or dually certified classroom teacher.
3. Describe how core content is delivered in each program model. 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.

Instruction is driven by common core curriculum in all core content areas. Our goal is for success in school and we provide the pathway for success to all of students, including our ELLs and FELLs. We offer a free standing ENL program in which instruction is delivered in English. We emphasize English language development with home language support, when available. Our stand-alone program allows our students to develop ELA skills needed to succeed in core content courses. Integrated ENL instruction includes both core content development as well as English language development. Our EN and EM students receive additional time (2 units) per week in which pedagogues employ researched and proven methodology to speed English comprehension. This may include TPR, color-coding and realia. There is support provided through the use of picture dictionaries, computers, peer translation and hands-on learning activities. Emphasis is on the development of speaking and listening skills combined with phonemic awareness and basic writing skills. Students at the TR and EX level receive instruction to further facilitate and accelerated both ELA skills and core content learning. We strengthen writing skills while developing academic vocabulary. All instruction is differentiated, based on the grade and proficiency level of our students.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

We implement all instruction in English. However, various bilingual staff are available to evaluate student work in the home language, particularly at the EN and EM levels.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

ELLs are evaluated throughout the year for progress in all four modalities. Assessment is ongoing in both the mainstream classroom and the ENL classroom. Initially, we rely on data from NYSESLAT to analyze progress in all four modalities. We also review data from Fountas and Pinnell as well as our MOSL scores. We monitor and evaluate speaking and listening skills through questioning and individual conferencing. Exit ticket activities and turn and talk are tools to evaluate speaking and listening progress. Rubrics are used to evaluate progress with writing as well as required portfolio pieces and school-wide MOSL assessments. Conferencing about writing is ongoing. Reading comprehension is monitored daily through class activities as well as baseline assessments. Checklists are used as an instant monitor of progress, focusing on all four skills. Teachers use various protocols to analyze student work and set goals for next steps.
6. How do you differentiate instruction for each of the following ELL subgroups?

- a. SIFE
- b. Newcomer
- c. Developing
- d. Long Term
- e. Former ELLs up to two years after exiting ELL status

Instruction is differentiated for each of our subgroups as follows:

- a. SIFE – after proper evaluation as a SIFE student, a student will be placed in the appropriate grade level. They will be included in the Title III program and possibly be placed into an ITC class for additional attention. At this time we do not have SIFE students.
- b. Newcomers – are immediately assessed and placed into the ENL program. They are buddied with a student who speaks their own language, if possible. They may also make use of a laptop for translation. ENL methodology for beginners is implemented, including TPR, color coding and modeling.
- c. Developing – ELLs continue in the appropriate ENL program. Focus is on fluency in speaking as well as reading comprehension skills and writing mechanics. Content area vocabulary is developed. Materials may be modified to ensure academic success.
- d. Long term – we do not have long term ELLs at this time. However, we would monitor progress closely and implement all tiers of RTI. We may recommend a bilingual evaluation if progress is not apparent.
- e. FELLs – students who exit our ENL program by achieving the commanding level are mandated for additional support for up to two years. Students are entitled to up to 90 minutes of ENL instruction; either pull at or integrated in their own classroom with a dually certified teacher. Instruction is in common core subjects including math, science, social studies and ELA.

All ELLs and FELLs (one to two years) receive testing accommodations that include time and a half, a separate location and use of bilingual glossaries.

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student’s academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [*ELL Policy and Reference Guide, Re-Identification of ELL Status*](#) section.

Students may be re-identified as ELLs / non ELLs within 45 days of enrollment, based an appeal approval. Parents who believe that their child was misidentified may request a re-identification process. Upon written request form a parent or guardian, documents and school work may be reviewed. A school –based assessment may be administered to evaluate all four modalities in English. Qualified personnel must recommend a change in the ELL status of a student. Should this recommendation be to remain an ELL, no further steps are taken other than to notify parents. Change in ELL status must be approved by the principal and then the superintendent. The review process must take place within 10 days of the initial request. The student will be observed for 6-12 months in phase two.

8. 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?

Several of our ELLs are served by an IEP and are considered ELL-SWDs. These students were evaluated bilingually prior to this classification after all RTI tiers were implemented. Instruction in the classroom and the ENL program is driven by IEP recommendations. Students with disabilities need instruction that is responsive to their disability, level of English proficiency and ability in L1. A student is placed into the recommended program (self-contained, ICT) in the least restrictive environment. At times, we recommend SETSS or speech instruction alone or in conjunction with other programs. Students are taught by a qualified, certified special educator incorporating all strategies and methodology of a special education program in conjunction with ENL strategy. Goals on the IEP are set and adjusted regularly as they are met. Modification and adaptation of materials used to support curriculum and used school-wide may be necessary. The content and product should be identical to that of all students, though the process may vary. All ELL-SWDs receive the required amount of stand-alone or integrated ENL instruction.

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

Our goal is to place ELLs with disabilities into the least restrictive environment, while promoting achievement of IEP goals. Materials may be modified in order to reach common core learning standards, as set by their IEP. We have utilized flexibility of scheduling for various core content classes. For example, a student in ICT may join a mainstream class for math. Our ELLs with disabilities join all ELL students for instruction at the appropriate level. Some have a bilingual paraprofessional assigned to assist with English proficiency.

Chart

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study per week (360 min.)	2 units of study per week (360 min.)	1 unit of study per week (180 min.)	1 unit of study per week (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
Chart	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(u) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student's language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



*Note "other approved services" does not apply to New York City at this time.

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

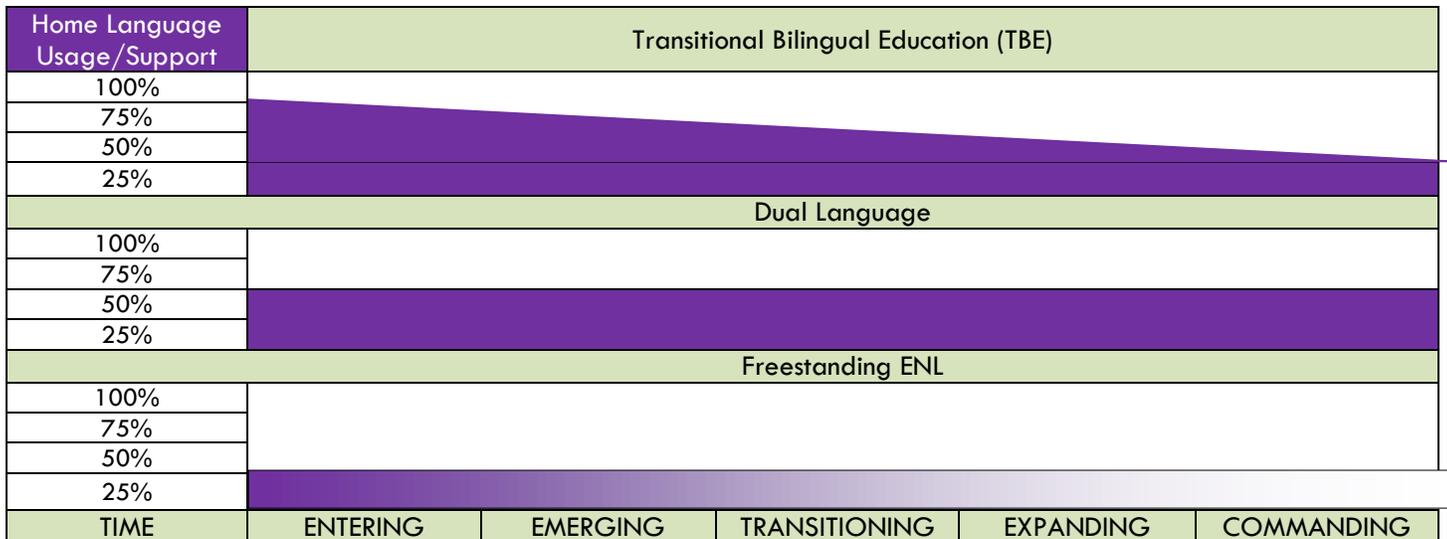


*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). 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.
- We offer many targeting intervention programs in our school. Our beginner and intermediate ELLs receive additional time within the ESL structure to develop ELA skills and academic language. Our Title III program is available to all ELLs and struggling former ELLs. All classroom teachers work within the RTI framework and intervention is based upon the three tiers. Within the classroom teachers focus on language and academic needs based upon individual goals and include knowledge of the home language and culture and its influence on learning. Tier two intervention includes small and focused grouping concentrating on language deficits as well as specific content knowledge and mathematical skills. Tier three intervention is highly specific and may include at risk SETTS, speech, guidance and other related services. This intervention may be temporary or long term, depending upon results and accomplishments. The focus might be on language development, math skills or work and study habits depending upon individual need. Foundations and Wilson are offered to ELLs/SIFE students to enhance decoding and comprehension. Integrated ENL instruction will offer additional support in content areas.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
0. The ultimate test of a program is the success of our students. Our ELLs must meet the same high standards that are set for all in literacy, math, science and other academic content areas. We view data, including the NYSESLAT, ELA, Math and Science state exams. Our expectation is that English language learners move up at least one level on NYSESLAT each year and most do. We look at the scores of our ELLs on the ELA, Math and Science tests. A great majority of our ELL population meet or exceed standards in Math and Science. We would like to improve the percentage of ELLs reaching a 3 or 4 on the ELA test, but most test on a solid level 2 after a short time in our program. This year we have added baseline and performance assessments to follow students at various points in the academic year. The AMAO report informs us that our students are doing well and will most likely continue with success. We can always strive to increase the percentage. Our success is due to many factors including high expectation for all and a qualified and experienced staff. Ongoing ELL PD is available to all to enhance the learning experience of this population. Our curriculum and materials are aligned with CCLS and flexible grouping within the classroom allows us to move students in and out of groups as skills are mastered. Monitoring many forms of data throughout the school year let us stay on top of what needs to be accomplished. Classroom teachers and ESL teachers collaborate to insure that lessons include both content and ELA skills that are grade appropriate. Pre-assessment is shared to guarantee a variety of entry points. Our goal is for parity between our ELLs and native English speakers in both academics and English proficiency and we are well on the way to achieving this goal.
12. What new programs or improvements will be considered for the upcoming school year?
- We are implementing a new literacy program, Wonders, for all grades with an ELL component and a new math program, My Math. Wonders unit assessments align with Common Core and will help us evaluate growth. We are looking into new technology programs for the computer lab that will enhance learning for our ELLs. One such program is Imagine Learning. We are using a variety of baseline and interim instruction assessments to follow growth and implement planning. We are adding Lucy Calkins reading and writing project (units of study K-5). ELL is more clearly defined through stand – alone and integrated units of study. Dually certified classroom teachers in grades K, 1 and 2 will provide addition ENL time and methodology to be employed throughout the school day. FELLs will receive mandated ENL instruction.
13. What programs/services for ELLs will be discontinued and why?
- We are no longer using Treasures as our main literacy program and have discontinued using Math Connects. Neither program is aligned with Common Core.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- ELLs have access to all programs and activities in our school as they are part of the general classroom environment. They participate in all extra- curricular activities such as chorus, music and chess. They are active members of student council. ELLs may attend Virtual Y, an after school program in our building. Talented and Gifted testing is open to all ELLs. Our three tiered RTI includes ELL students and all supplemental services provided at each tier is inclusive of English Language Learners.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
- A wide variety of instructional materials are used to support our ELLs including all classroom age and grade level programs such as My Math and McGraw Hill Social Studies and Science. There is an ESL component to many of the programs and various levels within the grade may be adapted for our ELLs. Materials and libraries in the ESL room enhance and supplement grade level texts and books. Glossaries are used by ELL students and bilingual dictionaries are utilized to support comprehension of content. Picture books and high interest-low level readers are available for beginner ELLs. All materials may be adapted for use by ELLs through supplemental simplified texts, vocabulary pre-teaching, visuals and realia as well as other forms of proven ESL methodology. Students log onto to Starfall to develop literacy skills and letter-sound recognition. ABCya is used for our Spanish speakers. Waterford is available in the lower grades. PBS Math and Nation Geographic support content learning in the computer lab and

promote ELA skills as well. Wonders is anchoring our literacy program, with ELL support available for teachers. The Lucy Calkins project offers an ELL component, which we are planning to explore.

16. How is home language support delivered in each program model (DL, TBE, and ENL)?

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

17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.

All support and placement is based upon the ELLs age and grade completed prior to enrollement in NYC. Lessons in and out of the classroom are based upon grade appropriate curriculum planned around common core state standards. Newcomers may receive sheltered instruction. Articulation and collaboration between the classroom teacher, the ESL teacher and other AIS providers insures that our students will receive instruction and support at age and grade level.

18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).

Newly enrolled ELL students and their parents are given a tour of the building and introduced to key staff members. An interview is conducted at registration with parents and students by our certified ESL teacher. Welcoming workshops are held for parents. We are presently in the process of developing a handbook for new students and hope that it will be translated into several languages. Those who come mid-year are placed in a classroom where there is a speaker of the home language, if possible. Our multilingual staff members are available for additional support.

19. What language electives are offered to ELLs?

none

20. For schools with dual language programs:

- a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
- b. In which language(s) is each core content area taught?
- c. How is each language separated for instruction?
- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

Not applicable

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
1 and 4

All classroom teachers are required to obtain 15% of PD time addressing the needs of ELLs, as prescribed by CR Part 80. Teachers will be responsible for obtaining information regarding English language acquisition and best practices for ELL instruction, including the development of new strategies and the integration of content and language instruction. We plan on providing this through the availability of DOE webinars during mandated PD time. Teachers will be responsible for tracking their time using log sheets and maintaining agendas.

2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?

All ENL teachers must dedicate 50% of their P.D. to the instruction of ELLs. Teachers are able to view webinars and attend DELL supported seminars, as well as District provided sessions. Monday PD time may include supporting all staff as they engage in Common Core Learning Standards. Teachers of ELLs who participate in PL sessions provided by the QNBFSC will turn key to other teachers of ELLs during Monday PD time. Sessions in which ELL teachers will be in attendance include a focus on Academic Language instruction, text complexity, RTI for ELLs and oral language development.

3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

All 5th grade students have a choice to visit the middle school that most will attend. They have an opportunity to tour the building and meet faculty members. Articulation is held between 5th grade classroom teachers and 6th grade classroom teachers to discuss individual student needs, including the particular needs of our graduating ELLs. Throughout the year, 5th grade teachers prepare students for the responsibilities of middle school.

4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.

PD requirements per CR Part 154 include 15% of total PD time (classroom teachers) and 50% (teachers of ELLs) dedicated to the instruction of ELLs. Sessions may be provided by DELL, QNBFSC and turn key training within our building. Teachers are responsible for maintaining logs regarding attendance and compliance.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

We plan on providing individual meetings with parents of our ELLs in addition to our regularly scheduled parent-teacher conferences. We will hold these meetings throughout the school year during parent engagement time (Tuesday afternoons). We will discuss the goals of our programs and language development progress for each and every ELL student. When requested, we will include provisions for interpretation/translation needs by using our staff on hand (Korean, Chinese, Urdu, Russian, Spanish).

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [*ELL Policy Reference Guide, Parent Selection and Program Placement*](#) section.

We will develop a sign in sheet so that each parent will sign in when in attendance. Each teacher offering an ENL program (ENL and dually certified) will maintain this record in their classroom. We will develop a letter to send out to parents where they may select from a choice of dates and times.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. The needs of our parents are evaluated through the efforts of our parent coordinator together with our teachers. We survey all parents on the preferred language of communication at the start of each school year, ELL and non-ELL parents alike. We also survey parents regarding their individual needs such as workshop requests. At their request, we have presented workshops about the steps towards citizenship as well as searching for health insurance for families. A multilingual social worker, who is able to communicate with our Korean and Chinese parents, has recently joined our staff. Many parents of ELLs wanted their children to continue music lesson and we have partnered with After Schools Rocks to address the need.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?

We provide workshops based upon the request of parents, including explanation of common core standards and out AIS programs. We partner with the Jamaica YMCA based TASC program (afterschool) and Afterschool Rocks (music program) to fulfill parent need. We are most proud of our adult ESL program that meets both during the day and evening to accommodate family needs. It has grown to be huge and allows parents to become involved in all activities in our building, especially the P.T.A. We partner with Chess NYC to provide chess lessons to our students and tournaments encouraging participation.

5. How do you evaluate the needs of the parents?

Surveys are sent home and parents may select which workshops they would like to see presented. We successfully address the language needs of our parents through translation at meetings. Parents are encouraged to let all staff know of their needs, whether they be academically or socially motivated. Our parent coordinator maintains lists of all parents who require translation of documents and letters in a language other than English.

6. How do your parental involvement activities address the needs of the parents?

Our adult ESL program is a great example of a highly needed and requested parent activity. We also have several celebrations of various cultures and languages and these activities encourage parent involvement. PTA meetings are open to all and parents volunteer to translate as needed.

D. Additional Information

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

We are very proud of our Adult ESL program. Many of the parents of our ELLs are encouraged to enroll. We receive a tremendous response. Parents who participate set a great example for their children and we see a direct relationship between the growth of parents in their new language and that of their children. We find it important to note the the AMAO tool reveals an average growth of our ELLs at 87%, far exceeding the NYC average. Predications indicate continued progress.

School Name: _		School DBN: _	
Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
A. Pecorella	Principal		1/1/01
D. Gershman	Assistant Principal		1/1/01
C. Marziliano	Parent Coordinator		1/1/01
V.Klinger	ENL/Bilingual Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	School Counselor		1/1/01
	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **26Q026** School Name: **Rufus King**
Superintendent: **D. Giunta**

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training (www.learnndoe.org/tiu/lac) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

We assess the language preferences of our parents, both oral and written, based upon information we gather in ATS (entire school) and from the HLIS form filled out in the home language at registration. We also use the blue Emergency Contact cards as well as surveys by both the Parent Coordinator and the classroom teacher.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

Communication in a variety of languages has been requested by our parents. The primary languages are Korean and Chinese, followed by Arabic, Russian, Spanish, Urdu, Bengali, Portugese, Hindi and Greek.

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

Documents we disseminate that require translation include the Citywide Behavioral Expectations pamphlet, Special Education Services guide, the Achieve NYC guide, lunch forms and Chancellors Regulations A660. Parents are made aware of all documents translated on the DOE website, including calendars and menus.

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

We had four parent teacher conferences and one Annual ELL parent meeting per year, dates as specified by the DOE. We also hold monthly PTA meetings. Calls to parents are prompted by a variety of reasons including attendance or missing homework.

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

We meet our translation and interpretation needs in a variety of ways. We utilize services provided by the Translation and Interpretation Unit (in person, phone) as well as in-house by school staff including teachers, paras and school aides.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

see above

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

All Staff are informed as to the use of translation services (eg. language guide, over-the-phone interpretation services). They are also aware of staff available in-house to provide translation in a variety of languages.

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

Per Chancellors Regulation A-663 we post a welcome poster in many places (entrance, office) and supply the Parents Bill of Rights in multiple languages. The Security Desk and the main office keep available a Language ID guide for parents.

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

We gather feedback from parents on the availability and quality of translation services. Parents respond positively when surveyed. Our problem is usually with low incidence languages, when materials are not translated on the DOE website and we do not have in-house staff.