

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

31R026

School Name:

P.S. 026 THE CARTERET SCHOOL

Principal:

LAURA KUMP

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: P.S. 26 – The Carteret School School Number (DBN): 31R026
Grades Served: PreKindergarten – Fifth
School Address: 4108 Victory Blvd., Staten Island, NY 10314
Phone Number: 718-698-1530 Fax: 718-497-2907
School Contact Person: Laura M. Kump Email Address: LKump@schools.nyc.gov
Principal: Laura M. Kump
UFT Chapter Leader: Florence Rubino & Alison Valensi
Parents' Association President: Tara Zielinski & Victoria Tuite
SLT Chairperson: Carolyn Bradley
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Victoria Tuite
Student Representative(s):

District Information

District: 31 Superintendent: Anthony Lodico
Superintendent's Office Address: 715 Ocean Terrace, Staten Island, NY 10301
Superintendent's Email Address: ALodico@schools.nyc.gov
Phone Number: 718-420-5667 Fax: 718-420-5677

Borough Field Support Center (BFSC)

BFSC: _____ Director: Kevin Moran
Director's Office Address: 715 Ocean Terrace, Staten Island, NY 10301
Director's Email Address: KMoran2@schools.nyc.gov
Phone Number: 718-556-8367 Fax: 718-390-1613

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)
Laura M. Kump	*Principal or Designee	
Florence Rubino	*UFT Chapter Leader or Designee	
Victoria Tuite	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
Victoria Tuite	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	
Lucille Contrada	Member/Staff	
Rosemarie Hogan	Member/ Staff	
Santina Garbarino	Member/Parent	
LisaMarie Sbarbaro	Member/Staff	
Barbara Nerone	Member/Parent	
Felicia Mirsky	Member/ Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Tanya Geraci	Member/ 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.

Vision Statement - Small school, big hearts, building a legacy of excellence through Respect for All, Responsibility for our Actions and Academic Rigor.

Mission Statement - At PS 26, The Carteret School, we believe that the best way to ensure our students' future is to give them the skills, ability and confidence to go out and create it. We will respect each student that enters our building by celebrating, and developing their uniqueness. Students are nurtured in a small school environment and receive individualized attention. We cultivate strong leadership skills in each student to enable them to make a difference in this world. As such, our students will develop the skills they need to make informed decisions as independent critical thinkers. They will be active participants in their community, and learn the role of civic responsibility.

The Carteret School is an elementary school with 221 students from grade Pre-K through grade 5. The school population comprises 4% Black, 36% Hispanic, 48% White, 9% Asian, and 3% other students. The student body includes 7% English language learners and 11% special education students. Boys account for 48% of the students enrolled and girls account for 52%. P.S. 26 is a small community school. It is truly a school where everybody knows your name. We have dedicated staff members who seek to ensure student success. One of the things that makes P.S. 26 unique is the level of cohesiveness found across all classrooms. All staff members, including paraprofessionals, are integral members of the professional learning community. We are all highly invested in our students' growth and have a shared belief and mission to impact their lives. Every member of our community shares this belief and does what is needed to support the school's goals. We are a responsive professional learning community that works together to meet the needs of all students.

To support our belief in educating students socially, emotionally and academically, we use the Leader in Me framework based on the work of Steven Covey – Habits of Highly Effective People. All professional learning is specifically tailored to our school. All professional learning is co-presented by the Principal, Instructional Coach, Teachers and any outside consultants and is individualized to school needs. Like our curriculum, we do not believe in a one size fits all approach to professional learning and seek to differentiate to meet the needs of all staff. Any outside professional learning is customized to meet our specific needs. We spent additional time this year working on school-wide initiatives that support our students' social and emotional growth. All staff was introduced to Growth Mindset (Carol Dweck) theories and spent considerable time working on curriculum units that introduced these theories to our students. We spent professional learning time reading Power of Words (Responsive Classroom) to support school-wide structures for development of teacher language (use of words, phrases, tone and pace) to enable students to engage in active, interested learning. Our school has partnered with the UFT Teacher Center, and as such we have a designated Teacher Center for professional development. We have a full time Instructional Coach to support this partnership that is funded through the school budget. The school has a strong emphasis on professional learning as evidenced by ongoing in-house professional development.

As a school community, we met to examine our previous and current data. We created school goals around three distinct areas of growth – Academic Goals, Social Emotional Goals and Culture of Leadership. Within each area we set school goals designed to maximize instructional outcomes. Our staff worked to align our CEP/School goals at three distinct levels – school, classroom and student. Teacher teams met to create action plans based on an analysis of current student work samples and assessment data. Each grade level takes into account developmentally appropriate practices and major content emphasis. Benchmark timelines were established and assessment criteria identified for student progress toward meeting identified goals. At the student level, goals are individualized using CCLS and grade expectations as the end in mind targets.

Looking closely at our data, we identified areas of celebration and concern. When setting goals for the school, we took this data into account, but also took into account the unique characteristics of our small group. We have created a culture of trust in which we all work collaboratively to improve student achievement. All stakeholders at P.S. 26 work toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the

community, there is respect. As a result we have a highly supportive environment in which students feel safe, supported and challenged by their teachers and peers.

Areas of Progress :

- 1) Based on School Quality Snapshot, strong progress was shown among our lowest performing students. We received a rating of Exceeding Target for Closing the Achievement Gap. Our Lowest Performing Students' percentile ranking averaged in the 80th percentile. (Rigorous Instruction)
- 2) Our Environment Rating also was Exceeding Target. (Supportive Environment)
- 3) Looking at the Teacher Evaluation (MOTP, MOSL), all teachers received an overall rating of Effective with two Highly Effective. Four teachers missed the Highly Effective rating by two points or less. (Collaborative Teachers)
- 4) Quality Review area of celebration identified was 3.4 - High Expectations. School leaders consistently convey high expectations and offer supports to faculty, families, and students focused on the advancement of student learning and the school's rigorous goals. This results in a culture of mutual accountability, collaboration and buy-in on the part of teachers, leaders, and families, thus creating an atmosphere conducive to the developmental needs of all students. (Rigorous Instruction, Effective School Leadership, Strong Family-Community Ties, Trust)

Area of Focus:

Our recent Quality Review identified 1.2 – Pedagogy as an area of focus. While we are rated Proficient on this indicator, in some classrooms, high levels of student thinking, engagement and student ownership of learning varied. Though we consistently engage in inquiry work to set learning goals, we are working to improve our learning tasks to ensure that all students are challenged to their maximum potential. We are engaged as a staff in a study of the power of developing growth mindsets and providing productive struggle within unit plans. We are working to increase student engagement at all levels through creation of structures that ensure consistency across grade levels and content areas. Our instructional focus will be to improve teacher clarity through lesson study and professional learning. We seek to ensure that learning is visible to all – teachers, students, families.

The Framework for Great Schools report indicates the need to further develop strong family and community ties. We have made great strides in this area and parents welcome in our school, but we need to develop better systems to create opportunities for reciprocal communication between teachers and parents. We also seek to set up more learning opportunities for our parents through partnering with outside organizations.

31R026 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	223	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		50.9%	% Attendance Rate	93.5%
% Free Lunch		50.7%	% Reduced Lunch	5.7%
% Limited English Proficient		5.7%	% Students with Disabilities	26.1%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native		0.5%	% Black or African American	3.8%
% Hispanic or Latino		34.1%	% Asian or Native Hawaiian/Pacific Islander	7.1%
% White		52.1%	% Multi-Racial	2.4%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)		3.52	# of Assistant Principals (2014-15)	N/A
# of Deans (2014-15)		N/A	# of Counselors/Social Workers (2014-15)	N/A
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)		N/A	% Teaching Out of Certification (2013-14)	N/A
% Teaching with Fewer Than 3 Years of Experience (2013-14)		0.1%	Average Teacher Absences (2013-14)	6.57
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4		39.5%	Mathematics Performance at levels 3 & 4	44.0%
Science Performance at levels 3 & 4 (4th Grade)		92.3%	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			Recognition	
In Good Standing		X	Local Assistance Plan	
Focus District			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	N/A
White		YES	Multi-Racial	N/A
Students with Disabilities		N/A	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	N/A
White		YES	Multi-Racial	N/A
Students with Disabilities		N/A	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	N/A
White		N/A	Multi-Racial	N/A
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.

Our recent Quality Review identified 1.2 – Pedagogy as an area of focus. While we are rated Proficient on this indicator, in some classrooms, high levels of student thinking, engagement and student ownership of learning varied. Though we consistently engage in inquiry work to set learning goals, we are working to improve our learning tasks to ensure that all students are challenged to their maximum potential. We are engaged as a staff in a study of the power of developing growth mindsets and providing productive struggle within unit plans. We are working to increase student engagement at all levels through creation of structures that ensure consistency across grade levels and content areas. Our instructional focus will be to improve teacher clarity through lesson study and professional learning. We seek to ensure that learning is visible to all – teachers, students, families.

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, administrator will conduct formative observations on all teachers and provide feedback and support to improve instructional practices based on Danielson’s Framework for Teaching as evidenced by an increase from 13% Highly Effective to 60% Highly Effective in domain 1E:Designing Coherent Instruction.

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>Unpacking CCLS standards across grades K – 5 to ensure vertical alignment. Creation of success criteria for each content area that will be used with students. Both of these actions will ensure alignment of curriculum to CCLS and provide visible learning progressions to all students.</p>	<p>All Teachers</p>	<p>September 2015 – June 2016</p>	<p>Principal, Instructional Coach, Instructional Team</p>
<p>Thinking Maps will be embedded in all content area maps to ensure consistent usage throughout school. Goal of the map is to provide a visual language for our students that will enable them to organize and process their learning.</p>	<p>All Teachers</p>	<p>September 2015 – June 2016</p>	<p>Principal, Instructional Coach, Instructional Team</p>
<p>Carnegie Learning will provide in house coaching support on the instructional shifts needed to meet the expectations of CCLS in Mathematics. Teaching will be working to develop a strong conceptual understanding through participation in content academies around standards.</p>	<p>All Teachers All Paraprofessionals</p>	<p>September 2015 – June 2016</p>	<p>Principal, Instructional Coach, Instructional Team</p>

Part 4 – Budget and Resource Alignment

<p>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.</p>											
<p>Grant funding for professional development with Core Collaborative to improve teacher knowledge base. Use of private grant funding to pay for per session coverage for teachers to attend professional learning, as well as to pay for outside consultants. Thinking Maps materials – Language of Learning training manuals and classroom resources.</p>											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
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.

September 2015 – Beginning of Year IPC conferences to set professional goals

December 2015 – Mid Year meeting to assess progress toward meeting professional goals and toward ratings on component 1A.

June 2016 – End of Year Summative conferences to reflect on progress toward professional goals and to revise and/or set new goals.

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.

Our Environment Rating also was Exceeding Target. (Supportive Environment) Additionally, on the Framework for Great Schools Report for 2015, 100% of staff and 95% of parents felt that our school maintained safety and order. Our social emotional learning ranking was 97% and the total score for this tenet was 84. We have established a culture for learning that communicates high expectations to staff, students and families, and provide supports to achieve those expectations.

We have identified the need to work together with teachers to establish structures to support the social and emotional developmental needs of all students. We seek to create consistency school-wide as to how we respond to students in crisis. We have identified a target population of students who are at risk socially and/or emotionally and will set up systems and protocols to support their coping skills.

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, 25% of students identified as socially and emotionally at risk will demonstrate increased coping skills and use of learned strategies as evidenced by teacher developed tracking tools.

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 Supportive Environment 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>Creation of Social Emotional Development Team to develop systems and protocols to be used by all staff when responding to students in crisis.</p> <p>Team would also be responsible for professional learning around the social and emotional development of students.</p>	<p>All staff</p>	<p>September 2015 – June 2016</p>	<p>Principal, Instructional Coach, Speech Teacher, ESL Teacher, SETTS Teacher</p>
<p>Responsive Classroom – professional book study of Power of Words to support school-wide structures for development of teacher language (use of words, phrases, tone and pace) to enable students to engage in active, interested learning</p>	<p>All staff</p>	<p>September 2015 – June 2016</p>	<p>Principal, Instructional Coach, Instructional Teams</p>
<p>Leader in Me - To support our belief in educating students socially, emotionally and academically, we use the Leader in Me framework based on the work of Steven Covey – Habits of Highly Effective People.</p> <p>Direct teaching of habits in school-wide morning meetings.</p> <p>Direct teaching of habits in classroom curriculum.</p> <p>Development of specific language to support use of habits.</p> <p>Ongoing professional learning opportunities.</p>	<p>All staff</p>	<p>September 2015 - June 2016</p>	<p>Principal, Instructional Coach, Instructional Teams</p>
<p>Creation of school-wide tracking tool to monitor students identified at risk.</p>	<p>All Teachers</p>	<p>September 2015 – June 2016</p>	<p>Principal, Instructional Coach, Instructional Teams</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.

Use of private grant funding to pay for per session coverage for teachers to attend professional learning, as well as to pay for outside consultants.

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

<p>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.</p> <p><u>September 2015 – identification of students at risk, creation of action plans</u></p> <p><u>November 2015 – assess progress made, determine next steps</u></p> <p><u>January 2016 – assess progress, determine next steps</u></p> <p><u>March 2016 – assess progress, determine next steps</u></p> <p><u>June 2016 – final assessment and reflection on next steps</u></p> <p>Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

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.

Our recent Quality Review identified 1.2 – Pedagogy as an area of focus. While we are rated Proficient on this indicator, in some classrooms, high levels of student thinking, engagement and student ownership of learning varied. Though we consistently engage in inquiry work to set learning goals, we are working to improve our learning tasks to ensure that all students are challenged to their maximum potential.

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, 80% of students will meet CCLS standards in core subjects as evidenced by student work products examined by teacher teams using rubrics aligned to the units of study.

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:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<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. 			
Teacher teams planning effective instruction and cognitively demanding performance tasks embedded in each curriculum unit.	All Teachers	August 2015 – June 2016	Principal, Instructional Coach, Instructional Team, Teachers
Vertical unpacking of all standards to ensure alignment across grades and content areas.	All Teachers	August 2015 – June 2016	Principal, Instructional Coach, Instructional Team, Teachers

Creation of success criteria for each standard which will be embedded into lesson plans.	All Teachers	August 2015 – June 2016	Principal, Instructional Coach, Instructional Team, Teachers
Creation of teacher team triads who will serve as critical friends and provide feedback on teaching impact to each other. Teams will observe video clips of practice and/or do intervisitations. They will also observe student work samples using the Consultancy Protocol.	All Teachers	August 2015 – June 2016	Principal, Instructional Coach, Instructional Team, Teachers

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.											
<p>Use of private grant funding to pay for per session coverage for teachers to attend professional learning, as well as to pay for outside consultants. Materials and resources necessary for implementation.</p>											
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.
<p>Administer and analyze assessments to obtain baseline levels for all students in September. Monthly evaluation of curriculum units based on student work samples and assessments. Weekly planning meetings to monitor student growth and adjust lessons. Instructional team meets monthly to monitor student growth across grades and identify students at risk.</p>
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

<ul style="list-style-type: none"> • 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.

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– <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound.
N/A

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 parent leadership and engagement as a key lever for school improvement. 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>

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.

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

	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.

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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.

The Framework for Great Schools report indicates the need to further develop strong family and community ties. We have made great strides in this area and parents welcome in our school, but we need to develop better systems to create opportunities for reciprocal communication between teachers and parents. We also seek to set up more learning opportunities for our parents through partnering with outside organizations.

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, 80% of parents will participate in learning walks and/or learning sessions as evidenced by attendance records.

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) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Tuesday parent learning opportunities provided by teachers in all content areas. Sessions will be hands on with teachers modeling strategies students are learning.</p>	<p>All Parents</p>	<p>September 2015 – June 2016</p>	<p>Principal, Instructional Coach, Instructional Team, Parent Coordinator</p>

Continue to provide learning walks for parents to share school's mission and vision, as well as to demonstrate CCLS learning in action.	All Parents	September 2015 – June 2016	Principal, Instructional Coach, Instructional Team, Parent Coordinator
School Leadership Team will work to develop systems and protocols to allow parents the opportunity to provide ongoing feedback.	All Parents	September 2015 – June 2016	Principal, Instructional Coach, Instructional Team, Parent Coordinator
Set up monthly parent meetings where community organizations share services available for families.	All Parents	September 2015 – June 2016	Principal, Instructional Coach, Instructional Team, Parent Coordinator

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.											
Funding of full time Instructional Coach to support ongoing professional learning. Use of private grant funding to pay for per session coverage for teachers to attend professional learning, as well as to pay for outside consultants. Materials and resources necessary for implementation.											
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.										
Ongoing monitoring by Parent Coordinator of attendance at learning sessions.										
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)	Tracking of student progress toward meeting identified benchmarks.	Leveled Literacy Intervention Program, Wilson Reading Program, Guided Reading, Foundations	Small group, one to one	During the school day After school tutoring
Mathematics	Tracking of student progress toward meeting identified benchmarks.	Think Central, Ready Math, Guided Math Groups	Small group, one to one	During the school day After school tutoring
Science	Tracking of student progress toward meeting identified benchmarks.	STEM, FOSS, Harcourt	Small group, one to one	During the school day
Social Studies	Tracking of student progress toward meeting identified benchmarks.	Harcourt, Tradebooks, Expeditionary, Core Knowledge	Small group, one to one	During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	SETTS Teacher, Literacy Coach, ESL Teacher, Speech Teacher, School Psychologist, Guidance Counselor		One to one, 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.			
X	Schoolwide Program (SWP)		Targeted Assistance (TA) Schools
			Non-Title I

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
All P.S. 26 teachers are highly qualified. We provide ongoing, differentiated professional development to support all of our current instructional staff. Additionally, we assign mentors to all newly hired teachers for a minimum of one school year. P.S. 26 has a hiring committee which is comprised of the Principal and Instructional Lead Teachers. We seek candidates who have demonstrated that they fall in the effective and/or highly effective range on the Danielson rubric. This is measured through student data, student work samples and a demonstration lesson when possible. P.S. 26 has collaboration with local universities such as The College of Staten Island, Wagner College and St. John's University to attract candidates.

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).
All staff members receive on-going professional development from the Principal, Instructional Coach and outside consultants to ensure alignment of practice with school-wide and New York City DOE instructional expectations. All professional learning is geared to meet school-wide expectations and goals, as well as individualized needs. Professional Development focused on instructional practices using Charlotte Danielson's Framework for Teaching and focused on shifts needed to meet Common Core Learning Standards is provided during: <ul style="list-style-type: none"> • Professional learning time built into teacher's contract – 1x a week • Common planning time – All teachers 1x a week • Throughout the year, instructional staff is offered opportunities for professional learning provided by Principal, Instructional Coach and outside consultants.

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.).

P.S. 26 now has one full day prekindergarten program. It is our goal to provide a developmentally appropriate program to meet the needs of our youngest learners. Our PreK teacher and paraprofessional work closely with the families of our students to ensure a seamless transition into the school community. In the Spring, parents are invited to attend an information session called, "Preparing My Child for Kindergarten." This session is cohosted by the PreK teacher and the Parent Coordinator. Prekindergarten students are included in school-wide events which eases the transition through familiarity with the instructional staff and building. Parents of prekindergarten students are invited to attend workshops, PTA meetings and school-wide activities. Kindergarten information and transition workshops are offered by the Parent Coordinator.

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

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.

P.S. 26 has an Instructional Team, also known as Lighthouse Team. This team includes the Principal, Instructional Coach, Related Service provider (Speech), ESL, SETTS and classroom teacher. The team meets at least once per month to discuss and implement the Citywide Instructional Expectations. Part of this team's work is to monitor the progress of students across all grades. They work closely with the entire staff and have identified assessments that will strengthen our students' growth. The team will monitor our progress toward meeting the above mentioned CEP goals in an ongoing basis, checking in during each benchmark period to refine as needed.

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	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
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		Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	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	76,604.00	X	Section 6
Title II, Part A	Federal	0		
Title III, Part A	Federal	0		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	1,467,921.00	X	Section 5A, 5B, 5C

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) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. P.S. 26 , in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school’s policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. P.S. 26 will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math, and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- 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) Template

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

I. School Responsibilities:

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.

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 31	Borough Staten Island	School Number 26
School Name The Carteret School		

B. Language Allocation Policy Team Composition

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

Principal Laura Kump	Assistant Principal Anmarie Hogan
Coach	Coach type here
ENL (English as a New Language)/Bilingual Teacher Jessica Mulligan	School Counselor Jaclyn Silber
Teacher/Subject Area Eileen DeWaters/SETTs	Parent Mayra Ortega
Teacher/Subject Area type here	Parent Coordinator Diane Heinz
Related-Service Provider type here	Borough Field Support Center Staff Member Enrique Domingo
Superintendent Anthony Lodico	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	0	Number of teachers who hold both content area/common branch and TESOL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	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	0

D. Student Demographics

Total number of students in school (excluding pre-K)	225	Total number of ELLs	21	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	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 checked="" 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 <input type="checkbox"/>
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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	0	0	0	0	0								0
Dual Language	0	0	0	0	0	0								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	20	Newcomers (ELLs receiving service 0-3 years)	19	ELL Students with Disabilities	1
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	1	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	0	0	0	0	0	0	0	0	0
DL	0	0	0	0	0	0	0	0	0	0
ENL	19	0	1	1	0	1	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**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	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	6	4	1	1	1	1								0
Chinese	3													0
Russian					1									0
Bengali	1													0
Urdu		1												0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														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)														0
Emerging (Low Intermediate)					1									0
Transitioning (High Intermediate)				1										0
Expanding (Advanced)	5	1	1	1										0
Commanding (Proficient)	2	2	1			1								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	2	2	2			1								0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	1				0
4	1				0
5					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	1								0
5									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								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.

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

The TCRWP and IRLA assessments have a sight word assessment. In Kindergarten through first grade, the data shows that students who have mastered all of their sight words do better in reading. Sight words are difficult for many ELLs because there are no cognates for them to relate to and they do not follow the regular patterns on phonics and spelling. Once the students have mastered these sight words, many of them start to really show progress in reading. For example, two students mastered all of their sight words according to the assessment from TCRWP and both of these students were above grade level in reading by March, whereas those students who did not master the sight words, were reading below grade level. This data will help inform instruction in grades K and 1; during ESL times, there should be activities that allow students to have repeated practice with the sight words.

The previous data showed that students who were below grade level going into 3rd grade, really struggled to move up in reading levels during that year and in the upcoming years. In order to make sure that students are able to continue making progress, students who are reading below their grade level by 2 levels or more will be instructed using a Reading Recovery type model built into the meeting time. Last year this model was implemented and 4 out of the 4 students that were reading below level, ended the year on grade level.

The TCRWP/Fountas and Pinnell levels will help inform our school's instructional plan; we have been looking closely at text structure. By analyzing the structure of the text of the levels where our ELLs get stuck, we can focus on skills and strategies that they need to know before moving to the next reading levels. Each teacher was given a Fountas and Pinnell Continuum book as a resource (it explains the structure of the text at each level) so that they can plan individualized instruction for students at each level.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?

The NYSITELL results show that students with some knowledge of English are scoring higher on the NYSITELL. This seems to be that the NYSITELL is so heavily focused on oral language and speaking. As a result, true newcomers would be the only students to score low on the NYSITELL. In order to overcome this, students in grades K and 1 will receive more push-in service during literacy instruction to improve students reading and writing skills. Also, students with older siblings seem to score better on the NYSITELL. The data shows that 3 out of 6 children who have siblings scored in the Expanding category with 1 additional student scoring at the Commanding level. Most of the Kindergarten students attended Pre-K, which allowed them to develop some English language skills. Out of 10 kindergarten students, 9 went to Pre-K, 4 of these students scored Expanding and 1 scored Commanding. This year, 2015-2016, 12 students were given the NYSITELL so far and 10 out of 12 will be receiving ENL services. Only 3 of these students scored Entering; the rest were in the High Intermediate or Expanding category. In grades 3-5, most students scored Advanced/Expanding on the NYSESLAT. Out of 16 students, 6 scored Commanding, 8 scored Expanding, 1 scored Transitioning, and 1 (a SWD) scored Emerging. Writing was the lowest scoring modality with all of the writing scores under a 13. These students will receive small group instruction to really focus on their areas of difficulty. The NYSESLAT data reveals that most students score well in Listening and Speaking, but struggle in applying their Reading and Writing skills to specific content areas. Since writing is a struggle for all students, the focus will be on helping students to develop their writing skills so that they can write clear, organized, and well-developed essays.

The NYSESLAT data shows that across grade levels our students are performing better in the speaking and reading subtests. This may be due to the Socratic Discussions that have been happening in all classes. Also this past year, we started using a Reading Recovery based model with our first and second graders to help them reach their grade level goals in reading. On the NYSESLAT, we had 5 students take the NYSESLAT and 3 out of 5 scored Commanding this year. Our students had a more difficult time with listening and writing, so maybe we will have to look at a way to better support these areas of instruction. This year we are working on creating progressions for the students to use in writing, where they will have a specific success criteria.

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

Our school uses the AMAO tool to try and meet the annual AMAO targets. According to the AMAO tool, it says that the AMAO data is not available. This is due to the fact that it's difficult to measure progress when the levels have changed (going from Beginner - Intermediate - Advanced - Proficient to Entering - Emerging - Transitioning - Expanding - Commanding).

According to the AMAO Tool, our school has reached it's AMAO 2 goal for each year since 2009-2010. The data shows that 33.33% of our ELL students achieved proficiency on the NYSESLAT. This is above the target that has been set according to the AMAO goals. This information will help us modify the programs that we have; it will also let us know what programs are working so that we can keep those systems in place and just enhance them.

Currently we have less than 30 current ELLs in our school; therefore, our AMAO 3 is considered as met.

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?

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

B and C. Teachers analyze the results from the Periodic Assessment to see which areas our students have strengths and weaknesses in (Speaking, Listening, Reading, and Writing). The teachers share the results of the analysis with the school leadership, who then uses this data to incorporate ELL strategies into Professional Learning experiences, etc. For example, we saw that our ELLs were struggling in the area of Speaking. Our school invested time and energy into developing Socratic Seminar Discussions and we have seen the Speaking scores skyrocket for our students. Along with the Periodic Assessment, school leadership and teachers are using data from all standardized exams and practice exams to drive instruction. The data enables teachers to provide rigorous instruction and address the needs of all students in small group instruction. In each program Native Language is used when appropriate, such as by using cognates. Also, bilingual dictionaries are available and the NYS glossaries for Math, Social Studies, and Science are available.

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

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

6. How do you make sure that a student's new language development is considered in instructional decisions?
We make sure that a child's second language development is considered in instructional decisions. We look for the characteristics of each stage of second language acquisition (Preproduction, early production, speech emergent, intermediate fluency, and advanced fluency). The teacher will adjust prompts to support the student's language development. For example, if a student is going through a silent period the teacher might ask the student to point or show instead of orally stating the answer. Also, the ENL teacher shares strategies with teachers, showing them how to give students sentence frames, even during discussions to help students get involved. Explicit grammar and mechanics lessons may need to be taught depending on a student's second language development.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the target language?
 - b. What is the level of language proficiency in the target language for EPs?
 - c. How are EPs performing on State and other assessments?

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

Part IV: ELL Identification Process

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

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.
We have a very structured plan to ensure that we correctly classify those students who may be ELL. Upon registration, parents are greeted in the main office. They will complete the majority of paperwork that is required for registration while waiting for a trained pedagogue (ENL teacher, Assistant Principal, or SETTs teacher) to assist them in filling out the HLIS. If the other paperwork is completed, the parents will wait with the parent coordinator who can give them other information about the school system in their preferred language. Once the trained pedagogue is available, the parents will meet with them. The trained pedagogue will review the HLIS with the parent, explaining what it is and the purpose for completing it as honestly as possible. The parents will be given the HLIS in their home language (only if they have never been admitted to another NYC school or if they have not been in a NYC public school for 2 years or more). The trained pedagogue is present to assure that parents understand and correctly fill out the form. Also an informal oral interview should be conducted with the parent (in their preferred language - this can be done by using the DOE's Translation and Interpretation Unit or using a translator). The trained pedagogue will also interview the child to determine the child's dominant language. The trained pedagogue will then use the information from the HLIS and the parent and student interviews to determine the home language for that student. The trained pedagogue will complete the allotted sections of the HLIS (a copy of the HLIS will be kept in the student's cumulative folder and will also be kept in the ELL compliance binder). If the determination is made that the student's home language is English then the process is stopped there and the student is not an ELL. If the determination is made that the home language is something other than English, then the following steps will be taken: interview student and review any student work; check to see if the student has an IEP; if the student does have an IEP, a Language Proficiency Team (LPT) will be formed to review the IEP. If the LPT decides that the student is not eligible for the NYSITELL then the LPT NYSITELL Determination Form along with the supporting documents will be submitted to the principal. If the principal also determines that the student is not eligible to take the NYSITELL then the recommendation will be sent to the superintendent for further approval. If the superintendent determines that the student must take the NYSITELL, the school will administer the NYSITELL within 5 school days and will notify the parent. If the superintendent approves the decision that the student should not take the NYSITELL then the process stops there and the student is not

an ELL. If it is deemed that the home language is other than English and the student is eligible for the NYSITELL then the NYSITELL will be administered by a trained pedagogue (usually the ENL teacher) within the students' first five days (ten if necessary) at the school. If the student scores below the cut score the student is an ELL. (Answer documents will be properly printed and scanned into ATS to determine the scores and proficiency levels of the students).

If a student scores below the cut score and has a home language of Spanish, the Spanish Lab-R is given by the ELL teacher with the help of a translator. Within 5 days an entitlement letter of ELL status notification will be sent out informing the parents of the NYSITELL results. If the student is deemed an ELL, the parents are notified in their native language using the provided letters on the intranet. A parent orientation is scheduled where parents are given the opportunity to learn about the choices and make informed decisions. The parents are given the opportunity to watch the parent videos in their native language and are encouraged to ask questions with the assistance of a translator, if necessary. The initial screening, testing, and meeting are held within the first ten days of school.

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).

New York State defines these students as those who:

- come from a home where a language other than English is spoken and enter a school in the US after grade two; and/or,
- are immigrant students who enter a school in the United States after grade 2;
- have had at least two years less schooling than their peers; and,
- function at least two years below expected grade level in reading and in mathematics; and,
- may be pre-literate in their native language.

Schools have 30 days from initial enrollment to make SIFE determination. Determining SIFE status will start at the time when the parent completes the HLIS because the parent will be asked to indicate any prior schooling. If there are indications that the student has had interrupted or inconsistency in their formal schooling, then the SIFE Identification process will begin for students who are newly identified ELLs and in grades 3-9 and at the beginner/entering or low intermediate/emerging level of proficiency as indicated by the NYSITELL results. The Oral Interview Questionnaire will be administered. Also, for those students who have a home language of Arabic, Bengali, Chinese, Haitian Creole, or Spanish, the Literacy Evaluation for Newcomer SIFE (LENS) will be administered. We use the TCRWP assessments as well as Seravello Independent Reading Assessments to help identify SIFE students. Students are also asked to create an on-demand writing sample within the first week of school, which can be used to assess the students ability to write on grade level. SIFE status is removed once the ELL scores at intermediate/transitioning level or higher on the NYSESLAT.

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).

For students entering the school system with an IEP, whose HLIS indicates a home language other than English, the LPT will determine the students eligibility for the NYSITELL. The team will review evidence of the student's English language development.

The LPT is minimally comprised of

- A school/district administrator (Principal, Laura Kump)
- A certified teacher or related service provider with a bilingual extension and/or a teacher of English to speakers of other languages (ESL teacher, Jessica Mulligan)
- The director of special education or individual in a comparable title (or his or her designee) (SETTs teacher, Eileen DeWaters)
- The student's parent or guardian

A qualified interpreter or translator of the language or mode of communication the parent or guardian best understands, must be present at each meeting of the LPT.

Once it is noted that the student has a home language other than English and has an IEP, an LPT is formed. The LPT reviews evidence of the student's English language development (assessments, student work, interviews with parent and student). If the LPT determines that the student may have language acquisition needs, then the student must take the NYSITELL.

If the LPT determines that the student does not have language acquisition needs, then the recommendation is sent to the principal for review. Use the Language Proficiency Team NYSITELL Determination Form located in the appendix of the ELL Reference Guide. This determination form is sent to the principal with the evidence to support the decision. If the principal rejects the recommendation then the student is to be given the NYSITELL immediately. If the principal accepts the recommendation that the student should not be given the NYSITELL then, the recommendation is sent to the superintendent or the superintendent's designee for a final decision. The superintendent or superintendent's designee has 10 school days to accept or reject the recommendation. If the superintendent determines that the student must take the NYSITELL, the school has 5 additional days to administer the NYSITELL and to notify the parent or guardian. Additionally, the parent or guardian must be notified within 3 school days of the decision in the parent's/guardian's preferred language.

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.

We use ATS reports to help determine the eligibility of our ELLs. We use the RLER to determine the students that are eligible for the NYSITELL. We also use the HLIS to make sure that all eligible students are being tested with the NYSITELL. Our school ensures that

entitlement letters are distributed by having the ENL service provider distribute the letters in sealed envelopes to all of the entitled children. If parents do not attend the parent meeting, a second letter is sent home or a call to the house is made to schedule a make-up session. Our school ensures that parent surveys and selection forms are returned by collecting the forms at the parent orientation. If parents don't attend the orientation, the ELL teacher holds a make-up meeting with the parents to discuss their options and collect the form. If parents still do not respond, the ENL teacher meets them in person during dismissal to talk about setting up a meeting or to discuss the options. Once received, the Parent Survey and Selection forms are kept in the student's cumulative folder; a copy is retained in the ELL Compliance binder. The binder is kept in a secure location.

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).

Parents will be informed of their right to appeal during the initial parent orientation. The Re-identification process allows schools, parents, or students (over the age of 18) to request that the ELL Identification Process be administered a second time. The Re-Identification Process can be utilized for students who have a home language other than English and are ELLs or non-ELLs. The school will initiate a review of ELL status if there is written request from a student's parent or guardian, a student's teacher (must also have written consent from parent/guardian), or a student (18 years old or older). This process must be completed within 10 school days of receipt of written request; however, if CSE must be consulted then it must be completed within 20 school days. Once the school receives written request, the ENL teacher will initiate the review. The same people involved with the LPT will be asked to review the student's work in English and in the home language. The ENL teacher will administer the NYSITELL if the original determination was that the student should not be administered the NYSITELL. The NYSITELL should never be given a second time. The school will consult with parent or guardian (in home language). If necessary, the team will consult with the CSE. Based on the recommendation of the team, the principal will determine whether to change the ELL status or not. Written notification of the decision in the parent's preferred language must be sent to parent or guardian. If the decision is made not to change the ELL status, no further action is required. If the recommendation is to change the ELL status, the process continues. Once the parents return the letter acknowledging the recommendation to change ELL status, the recommendation and supporting documents are sent to their superintendent for review and final decision. Written notification from the superintendent is sent to the principal, parent, guardian, and student (if 18 years old or older) in the parent's preferred language within 10 school days. If the decision is made not to change ELL status, then the process stops. If the decision is made to change ELL status, then the student's program must be modified appropriately. All notifications and documentation must be kept in the student's cumulative folder.

Between 6 and 12 months (from the date of the superintendent's notification to principal, parents, etc., the principal must review the Re-Identification Process decision to ensure that the student's academic progress has not been adversely affected by the determination. The principal will consult with the ENL teacher, the parent, and the student. If the team feels that the student may have been adversely affected then the principal must provide the additional support services to the student and may reverse the determination within this 6 to 12 month time. If the decision is made to reverse the ELL status, the principal must consult with the superintendent. Final decision must be sent to the parent in the parent's preferred language within 10 school days.

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.

Parents at our school are given many opportunities to understand the three program choices that are available to them. Before we hold the parent orientation meeting, entitlement letters and a parent brochure are sent home with the student (in the parent's preferred language). Brochures are available to be distributed again in the parent's native language at our ELL Parent Orientation, which is held within the first ten days of school. Pedagogues and staff within our building who speak other languages are available to attend the parent orientation, if necessary. They assist parents in understanding the information that has been presented to them by the ELL teachers (Jessica Mulligan), parent coordinator (Diane Heinz), and the parent videos located on the OELL page. This occurs within the first 10 days of school.

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

When a new ELL enrolls, we inform the parents of all 3 choices, regardless that our school only currently has an ENL program. During the parent orientation video the parents will view the Parent Orientation Video (which explains all 3 programs in 13 languages). Attendance records, staff members present at the orientation, and languages used other than English must be recorded. During the orientation our school will also provide information on standards, curriculum, and assessments. We will contact the Translation and Interpretation Unit if the parent requires an interpreter for any language that is not spoken by the school staff. After parents are informed of all 3 program models at the parent orientation, schools must provide parents with a Parent Survey and Program

Selection Form (in the parent's preferred language), where parents can indicate their program choice. Parents must return the completed and signed form within 5 school calendar days. If the parent does not return the form within 5 days, the student must be placed in a bilingual program if one exists at the school; otherwise, the student is placed in the ENL program. We will document and include attempts to gather initial parent selection preference; documentation will be maintained in the ELL Compliance binder.

Students who are placed in ENL as a result of the parents' not returning the survey must be counted toward the minimum thresholds established by CR Part 154, that require a bilingual program to be opened if: In kindergarten to grade 8, 15 or more ELLs who speak the same language in one or two contiguous grades. We enter the parent choice as indicated on the Parent Survey and Program Selection Form in the designated screen in ATS (ELPC) as forms are completed. The parent's first choice should be entered as noted on the selection form, regardless of whether that choice is currently offered at the school. The Parent Survey and Program Selection Form is retained in the student's permanent record and must be accessible for State or City audits and reviews. A copy can be made and given to the parent upon request.

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.

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

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

Our ELLs are placed in the parent's program of choice within 10 school days of enrollment. If a parent chooses an option that is not currently available at our school, we inform the parent and provide the parent with two options: the parent may choose to keep the child enrolled at our school and the child will be placed in an appropriate program (currently ENL at our school) OR the parent may transfer the child to a different school where the preferred program selection is available. In order to transfer, we would contact the Division of English Language Learners and Student Support and they will coordinate the transfer with the Office of Student Enrollment. While we await the transfer, the students will be placed in the ENL program at our school until the transfer is complete. Every effort is made to ensure that the parents do complete the Parent Survey and Program Selection Forms within a timely fashion. While waiting for the parents to complete the form, the children are placed in the ENL program at our school (because we do not currently have a bilingual program to place them in temporarily). The ELPC screen is completed; once the program determination has been completed, we send a placement letter (in the parent's preferred language) to the parents indicating the program that their child has been placed in. Copies of these forms will be kept in the student's cumulative folder and in the ELL Compliance binder.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
Our school ensures that parent surveys and selection forms are returned by collecting the forms at the parent orientation. If parents do not attend the parent orientation, the ELL teacher holds a make-up meeting with the parents to discuss their options and to collect their forms. If parents still do not attend this meeting, the ELL teacher meets them in person during dismissal to set up a meeting or to discuss options.
9. Describe how your school ensures that placement parent notification letters are distributed.
The ELL teacher is responsible for ensuring that all placement parent notification letters are distributed in the parent's preferred language. They are distributed to students in sealed envelopes. If necessary, the ELL teacher will hand deliver the letters to the parents during morning drop off or dismissal.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
A copy of the HLIS, Parent Survey and Program Selection Form, Program Placement Letters, Entitlement Letters, Continued Entitlement Letters, Non Entitlement Letters, and LPT Determination Forms are kept in a file in the ELL room (maintained by ENL teacher and coordinator, Jessica Mulligan) and the originals are kept in the student's cumulative folder.
These documents may be easily accessed in the ENL Room by anyone who may need to view the information.
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.

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

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. The ELL teacher is responsible for ensuring that all continued entitlement and transitional support parent notification letters are distributed in the parent's preferred language. They are distributed to students in sealed envelopes. If necessary, the ELL teacher will hand deliver the letters to the parents during morning drop off or dismissal.
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).

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

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.
Our school has a mixed model of instruction; we have a pull-out (stand-alone) and push-in (integrated) model of ENL instruction. We try to put the ELLs in one class so that it is easier to facilitate the push-in/integrated model of instruction. We have an integrated Push-In model for kindergarten, first, and second grade. The ELL teacher and the classroom teacher work collaboratively to plan and implement engaging lessons that meet the needs of all learners. Pull-out groups are put together according to grade. For example, we have a Third and Fourth grade group. Our ELL teacher has 4 licenses: Childhood Education, TESOL, Students with Disabilities (Special Education), and Literacy Education (birth-6th). Any students are the beginner/entering and low intermediate/emerging level will receive 360 minutes of instruction: 180 minutes of standalone and 180 minutes of integrated ENL/ELA. Intermediate/Transitioning students will receive 180 minutes of instruction: 90 minutes of standalone ENL and 90 minutes of integrated instruction. Advanced/Expanding students will receive 180 minutes of integrated instruction. Proficient/Commanding students will continue to receive 90 minutes of integrated instruction to help them transition and continue to acquire academic vocabulary.
 - b. TBE program. *If applicable.*
We do not currently have a TBE program.
 - c. DL program. *If applicable.*
We do not currently 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)?

The principal requires a copy of the ELL program to monitor that all the ELL students are receiving the mandated number of minutes of instruction. Beginner/Entering and Low Intermediate/Emerging students receive 360 minutes a week of ENL instruction by a certified ENL teacher, 180 of those minutes in standalone ENL and 180 minutes of integrated ENL. Intermediate/Transitioning students receive 180 minutes a week of ENL instruction by a certified ESL teacher, 90 of these minutes are standalone ENL and 90 are integrated ENL. Advanced/Expanding students receive 180 minutes a week of ENL instruction by a certified

ENL teacher, 180 of these minutes will be integrated ENL. Proficient/Commanding students receive 90 minutes a week of ESL instruction by a certified ESL teacher; these minutes are integrated ENL. These services for Proficient/Commanding students will be given for 2 years after the student has reached the proficient/commanding level. Due to a small number of ELLs, all students are being instructed by 1 ENL 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.

Content is delivered through thematic units within the ENL program during the pull-out groups. Content area subjects are taught in English, utilizing ENL strategies. Students are provided with Common Core Standard based Balanced Literacy instruction. The ELL teacher pushes in to reading periods (in grades K, 1, 2) using a variety of strategies to help scaffold instruction which is delivered in English. Such strategies include front loading vocabulary, incorporating picture support, shared reading, turn and talk, deconstructing academic language, leading small group instruction (guided reading/strategy groups), accountable talk (Socratic Seminars), and higher order thinking questions. Native language is provided when available through bilingual books and bilingual dictionaries. A Reading Recovery type model is also used with students that are really struggling and are far below grade level. Many of the units are teacher created, but closely align with the Expeditionary Learning Units that are being used in Grades 3-5. In Grades K-2, the teacher also aligns the content that is being taught to the content that is used in the Core Knowledge Program. The ENL teacher also used Foundations to help students develop letter-sound knowledge, Words Their Way to help students develop word relationships, and Great Books materials are infused to help facilitate Socratic Seminar Discussions. In each program model, the students are encouraged to have rich discussions with each other. Guided reading and strategy groups exist in all models of instruction (Leveled Literacy books, Scholastic Books, etc.) are used when meeting with groups.

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

Newly enrolled ELLs who speak Spanish at home are tested using the Spanish LAB. The ELL teachers use translators to assist in accurately administering the exam. If there is ever a question of an ELL's special needs, a bilingual evaluation is conducted.

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

It is essential to evaluate ELLs in all four modalities of English acquisition throughout the year. For speaking, students are evaluated by their participation in Socratic Seminars. During these seminars, students are expected to respond to an interpretive question based on a text. They are also expected to respond to other student's responses and ideas, using accountable talk. For listening, students in grades K-2 use the Core Knowledge Listening and Learning Program; they are evaluated through class discussions and writing tasks. For listening, students in grades 3-5 are evaluated through note-taking of the listening passages in their inquiry units. For reading, students are evaluated based on the Teacher's College Reading Assessment. For writing, students are evaluated based on their end of unit performance tasks and on demand writing pieces.

6. How do you differentiate instruction for 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

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

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

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

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

needs to be a focus on reading and writing with this targeted population. Running records are conducted to document student progress.

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

e. Support is provided for former ELLs. The ELL teacher meets with the classroom teacher to discuss and monitor the student's progress. The ESL teacher still meets with the students a few times a week (90 minutes of integrated ENL) to support the student and ensure that the student is still making progress and transferring any skills and strategies taught to the regular classroom. Former ELLs are included in the list of students (grades 3-5) for test modifications and accommodations. These testing accommodations are granted for 2 years after the students pass the NYSESLAT. Former ELLs are often called upon to assist newcomers in daily routines and activities.

7. 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.

Parents will be informed of their right to appeal during the initial parent orientation. The Re-identification process allows schools, parents, or students (over the age of 18) to request that the ELL Identification Process be administered a second time. The Re-identification Process can be utilized for students who have a home language other than English and are ELLs or non-ELLs. The school will initiate a review of ELL status if there is written request from a student's parent or guardian, a student's teacher (must also have written consent from parent/guardian), or a student (18 years old or older). This process must be completed within 10 school days of receipt of written request; however, if CSE must be consulted then it must be completed within 20 school days. Once the school receives written request, the ENL teacher will initiate the review. The same people involved with the LPT will be asked to review the student's work in English and in the home language. The ENL teacher will administer the NYSITELL if the original determination was that the student should not be administered the NYSITELL. The NYSITELL should never be given a second time. The school will consult with parent or guardian (in home language). If necessary the team will consult with the CSE. Based on the recommendation of the team, the principal will determine whether to change the ELL status or not. Written notification of the decision in the parent's preferred language must be sent to parent or guardian. If the decision is made not to change the ELL status, no further action is required. If the recommendation is to change the ELL status, the process continues. Once the parents return the letter acknowledging the recommendation to change ELL status, the recommendation and supporting documents are sent to the superintendent for review and final decision. Written notification from the superintendent is sent to the principal, parent, guardian, and student (if 18 years old or older) in the parent's preferred language within 10 school days. If the decision is made not to change ELL status, then the process stops. If the decision is made to change ELL status, then the student's program must be modified appropriately. All notifications and documentation must be kept in the student's cumulative folder.

Between 6 and 12 months (from the date of the superintendent's notification to principal, parents, etc., the principal must review the Re-identification Process decision to ensure that the student's academic progress has not be adversely affected by the determination. The principal will consult with the ENL teacher, the parent, and the student. If the team feels that the student may have been adversely affected then the principal must provide the additional support services to the student and may reverse the determination within this 6 to 12 month time. If the decision is made to reverse the ELL status, the principal must consult with the superintendent. Final decision must be sent to the parent in the parent's preferred language within 10 school days.

Teachers and team members will keep track of data for these students to ensure that the students are not adversely affected by the re-identification decision. The data will be in the form of portfolios (writing samples), benchmark exams, data tracker forms (student-centered), and goals (met or not met).

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?

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

Chart 7 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 school uses scheduling flexibility for ELL-SWDs within the the ENL program. These students are grouped with general education students during pull-out ENL groups. Our school uses a variety of curricular and instructional accommodations to meet the needs of our ELL students with disabilities. For example, we utilize an array of tactile and visual techniques to differentiate instruction. Technology in terms of laptops, web based subscriptions, and smartboards are used to appeal to the different learning styles and facilitate their learning. Almost all of our ELLs-SWDs are placed in ICT classes. These students will receive small group instruction in math and ELA, as required by their IEPs.

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 <i>per week</i> (360 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/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.

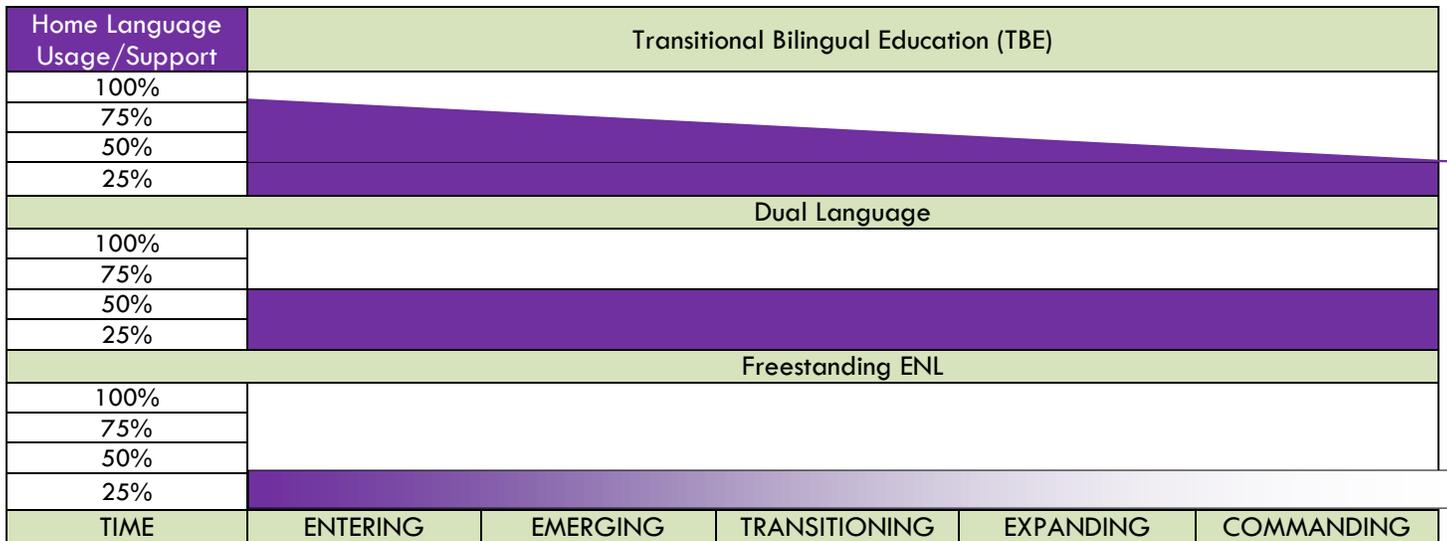


*Note: “other approved services” does not apply to New York City at this time.

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. Our targeted intervention programs in ELA include, Wilson's Foundations, Fountas and Pinnell's Leveled Literacy Intervention System, and a Reading Recovery- based model. Wilson's Foundations is used in the classroom as a Tier I intervention and in small group instruction as a Tier II intervention. Foundations helps build a student's knowledge of phonemic and phonological awareness. Fountas and Pinnell's Leveled Literacy Intervention System is used in small group instruction as a Tier II intervention. This intervention targets students who are below level in reading. Most students are having difficulty decoding texts; it helps increase the student's fluency and helps build a student's confidence in their reading ability. The Reading Recovery-model targets students who are far below standard in reading. These students receive individual (1:1) instruction or small group instruction (group no larger than 3 students). This model targets students who struggle with all areas of reading, including fluency, decoding, and comprehension. For math intervention, small group instruction is provided for ELLs who are below grade level in math. This model is a push-in model; students use manipulatives and visual representations to gain an understanding of the concept being taught. Targeted instruction for ELL students in ELA, math, and other content areas also includes services from the SETTS teacher and extended day services. These services are offered in English. Currently we are not offering these intervention services in other languages. We are building up our bilingual library so that such services can be offered to students in Spanish. Most of our targeted intervention services are offered for grades K-2 because we believe that a solid foundation is essential for students to continue to have success in their school careers.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development. Currently our program is effective at meeting the needs of our ELLs in both content and language development. Our ENL program uses content based units to match or closely relate to the units being implemented in the general education classroom. According to the data, we have had more students test out of ENL than ever before. This past year (the 2015 NYSESLAT), we had six students score proficient (2 in Kindergarten, 2 in First Grade, 1 in Second Grade, and 1 in Fifth Grade). Also, our number of students who have scored advanced have increased dramatically. We only had 1 student score in the transitioning level and 1 student score emerging (he is also a SWD). Having a mixed model of push-in and pull-out allows students to get targeted instruction with the use of ENL strategies in their classroom as well as in small groups, where they may feel more comfortable taking risks and practicing their oral language skills. We have actually seen evidence (on the state tests) where students were deconstructing the texts to help them understand the passages and the questions. We also know that our juicy word work is effective because our students are using the vocabulary in their regular classrooms and in their writing. This past year we only had 3 ELL students taking the state exams. 1 third student opted out, 1 third grade student received a 1 on both ELA and Math exams; 1 fourth grade student is an ELL-SWDs and he received a 1 on all three exams: Math, ELA, and Science. We are currently working to infuse more lessons on academic vocabulary in hopes that our ELLs in the upper grades will be better prepared to answer these types of questions that are asked on the state exams. Benchmark exams are also given throughout the year (during all marking periods) to track the progress of all studnets (including our ELLs). The data is reviewed at least once each marking period, although it is usally reviewed more frequently during Teacher Team meetings. In all content areas (Math, Science, Social Studies), we use visual supports and language frames to help our ELLs in content and language development. This year we are also starting to use Thinking Maps to help students align content and language development instruction. The ENL teacher (Jessica Mulligan) ensures that all teachers, including the cluster teachers, therapists, classroom teachers, special ed teachers, etc. receive a list highlighting their ELLs and former ELLs. She also gives ideas, scaffolds, and supports that can be used with each student based on their specific and preferred learning style.
12. What new programs or improvements will be considered for the upcoming school year? We plan on continuing some of our current programs for the upcoming school year. We will continue implementing the Core Knowledge and Foundations Programs in grades K-2. Our school is also incorporating Expeditionary Learning this year into our reading and writing programs for grades 3-5. This year we also started a new math program, Eureka Math (EngageNY). Also, we will be having Socratic Seminars, which will help our students improve their listening and speaking skills. This year we are also starting to use Thinking Maps. We started a journey with the Superintendent and have received Professional Learning from The Core Collaborative; we will be implementing success criteria and will be working on creating learning progressions for every grade and standard.
13. What programs/services for ELLs will be discontinued and why? No programs or services will be discontinued at this time.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building. ELLs are invited to participate in all school programs. The ELLs are involved in all supplemental programs, whether it be chorus or learning to play the recorder. We also have a theatre club, which meets after school (run by the Sundog Theater Company) and many of our ELLs are involved. ELLs are invited and encouraged to participate in such programs by their teachers. Flyers are sent to parents in their preferred language when available; if students show interest in the programs that are available, a teacher may explain to the parents what the programs are abaout (using a translator if needed). ELLs fully participate in each program. For

example, in the theatre club, some students become the actors in a play; many of our actors are ELLs and they get up in front of the school and act out their assigned roles/lines. If they need extra assistance, the ENL teacher offers her services to practice with these students. Our Kindergarten class also puts on a show during graduation, and all students are involved in the show (reciting a letter of the alphabet and a line to go along with it). ELLs are given at least one letter and one line to recite.

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.

Web based subscriptions are used to support ELLs and supplement the curriculum for ELLs. We use Brainpop.com and Starfall.com. We also use Reading A to Z to get additional guided reading books for our students. We utilize Rigby's "On Our Way to English" guided reading books. Within classrooms, students have access to e-books, laptops, iPads, Nooks, Smartboards, etc. These tools are used to supplement lessons with pictures, videos, books, and other activities. We also have a lending library, which has bilingual books and bilingual dictionaries. Many of the materials that we are using this year, including Eureka Math/Supplemental Math in Focus materials and the IRLA (Independent Reading Level Assessment) have materials that are translated into Spanish, which can be sent home for parents to use with their children.

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

We currently have an ENL program. We do not have a large enough population to have a TBE or dual language program yet, but we still provide native language support in a few different ways. We have bilingual books, glossaries, and dictionaries available in the ENL library. We also have multicultural books available. During the year, we have a unit on multicultural tales and stories. We also try to make use of cognates with our students. Students are also partnered with another student who speaks the same language. These students can work together, one student translating when necessary to help the other understand the task. Correspondence with parents is provided in their native language as much as possible. Translated materials are sent home (from Foundations, IRLA, Math in Focus, EngageNY, Eureka Math, etc. when available).

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

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

The required services support our ELLs' ages and grade levels because students are grouped with students no more than two years above or below their grade level.

Resources used correspond to ELLs' ages and grade levels. Students read leveled books which are age appropriate and no more than one year below their grade level. Services for ELLs-SWDs are adapted to meet the age and grade of these students, yet are still meeting their cognitive needs. The content is still the same, but the delivery of the content may be enhanced for ELL-SWDs. For example, we may use more visual supports, text sets that are on their lexile levels (NewsELA has some great resources available), etc.

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 are introduced to the ELL teachers before beginning their school year. The ELL teachers help the new students find a classmate that can help them get acclimated with their new class. The ELL teacher tries to partner students together that can help by speaking to each other in their home language. The ENL teacher and/or parent coordinator will give the new students a tour of the building, showing them where essential spots are (bathroom, cafeteria, auditorium, classroom, etc.). We use the Leader in Me Program so the classroom teachers also help newly enrolled students get acclimated by having a class meeting, where the students can welcome, greet, and introduce themselves to the new students.

19. What language electives are offered to ELLs?

Our school does not currently offer language electives.

20. For schools with dual language programs:

- 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.
- In which language(s) is each core content area taught?
- How is each language separated for instruction?
- Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

We do not currently have a dual language program.

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

The ELL teachers turnkey the professional development during a series of teacher workshops held after school , during lunch and learn sessions, and during student non-attendance days. Assistant Principals, common branches teachers, paraprofessionals, ENL teachers, guidance counselors, special education teachers, secretaries, speech teachers, all therapists (physical, occupational, etc.), and parent coordinators are all invited to attend.

Every Monday during professional learning time (2:35-3:55pm) all teachers receive professional development; this year our main focus is unpacking the standards and designing success criteria. We have been addressing the needs of ELLs during these meetings by making sure that there are entry points for ELLs and there are success criteria included for our ELLs to help them feel successful and to help foster a growth mindset, where we focus on progress and not solely a product.

All Professional Learning Opportunities have not been schedules yet, but the list so far includes:

September 21 - 22 nd - The Core Collaborative (Unpacking the Standards and Creating Success Criteria)

November 3, 2015

June 9, 2016

June 14, 2016

*Along with any other relevant ENL Professional Learning Opportunities that become available

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?

Professional development for teachers in supporting ELLs as they engage in the Common Core Learning Standards (CCLS) is provided by our Borough Field Support Centers, as well as The Department of English Language Learners and Student Support (DELLS). Our school is also offering professional learning this year to teachers of ELLs in supporting ELLs as they engage in the CCLS; this ongoing professional learning will include trainings with Carnegie Learning (unpacking the CCLS to create vertical alignment), The Core Collaborative, and Thinking Maps. The ELL teachers will also attend professional learning opportunities offered by the UFT, Teacher Center, and other various organizations throughout the year.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

Our fifth grade teachers work with ELLs who will be transitioning to intermediate school. Parents, staff, and students are invited to the receiving junior high schools to meet the new staff and learn about the programs offered in junior high school. The parent coordinator informs the parents when and where the meetings are being offered. In addition, some junior high schools host meetings at our school to inform the parents and students about their educational programs at their school. If necessary, translation services will be provided. Our school staff is supported by school leadership and the guidance counselor. Our school leadership and our guidance counselor offers opportunities for representatives from the middle schools to come into our school to talk to the students, teachers, and parents.
4. 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.

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

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?

The ENL teacher and classroom teachers will provide individual meetings with parents of ELLs to discuss goals, language development progress, and development needs in all academic areas, including the four modalities (speaking, reading, writing, and listening) and all content areas. These meetings will be scheduled during the parent engagement time allotted on Tuesday afternoons. If this is not convenient for the parent, another time will be chosen at the parent's convenience. If the parent is not able to come in for a face-to-face meeting, a phone conference will be scheduled. The teachers will use the translation unit (phone number), school personnel, and other translation devices to provide any translation or interpretation needs for parents during these meetings. Also, any hand outs that are provided will be translated when possible. These meetings will be held in addition to other regularly scheduled parent teacher conferences and orientations.

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.

A log will be kept by the ELL teacher to record the times of individual parent meetings. A parent communication binder will be maintained, where agendas, handouts, etc. will be kept on file for future meetings and reference.

Parents will be invited to these meetings through written notes (which will be translated into their native language), phone calls (with assistance of translator when necessary, or by meeting the parent in person during arrival or dismissal. The parents will be encouraged to choose a time that is most convenient for them.

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

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? Currently our school has not partnered with any Community Based Organizations, but we are looking into such partnerships to help our ELL parents.

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

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

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

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

ENL teacher has a lending library; students are encouraged to take books (English, bilingual books, and books in their native languages) home to read with their families.

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.

Paste response here:

Part VI: LAP Assurances

School Name: PS 26 - The Carteret School

School DBN: 31R026

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Laura Kump	Principal		10/26/15
Anmarie Hogan	Assistant Principal		10/26/15
Diane Heinz	Parent Coordinator		10/26/15
Jessica Mulligan	ENL/Bilingual Teacher		10/26/15
Myra Ortega	Parent		10/26/15
Eileen DeWaters	Teacher/Subject Area		10/26/15
	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: **31R026** School Name: **The Carteret School**
Superintendent: **Anthony Lodico**

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

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

English
Spanish
Bengali
Italian
Chinese
Turkish
Arabic
Russian
Polish

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.)

At the beginning of the new school year many documents are distributed to parents that contain critical information; these documents include the school handbook, newsletter, supply lists, after school program information, etc. Documents that are periodically distributed to parents include report cards, IEPs, parent-teacher conference notices, etc. These documents will be distributed during each marking period (November, March, June). A letter informing parents of testing dates will also be distributed (NYS ELA and Math, NYSITELL, NYSESLAT, Science, etc.), usually in March to inform them of upcoming dates and ways to prepare for these exams. All of these documents will be translated and distributed to the families.

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.

Parent-teacher conferences will occur during each marking period (September = meet the teachers/curriculum introduction, November, March). All parents will be invited to attend monthly PTA meetings (these will happen once a month). Teachers will also be scheduling parent meetings and workshops during Tuesday parent engagement time throughout the year.

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.

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

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.

When parents come in for a meeting, we provide oral interpretation service. When parents come in unexpectedly for a meeting, translators are used or electronic translation devices are used. Interpretation services may also be provided by telephone. During parent teacher meetings, oral interpretation services are either provided in person by an outside contractor, by telephone, or by school staff who speak the same language. Sometimes parents bring a friend or relative to provide oral interpretation services. The Translation and Interpretation Unit is always available for over the phone translation services/phone conferences.

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 members will be provided with a copy of the Translation and Interpretation Services Brochure, which includes the phone number. An e-mail containing the phone number will also be sent out at the beginning of each school year and then again as a reminder before each round of parent-teacher conferences. During the initial faculty meeting, this will be an item placed on the agenda for review.

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

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

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)

Our school will use the parent surveys to gather feedback from parents regarding the quality and availability of services. We will also gather feedback during parent meetings and through informal surveys and feedback forms given to parents after parent meetings.