



P.S. 326

2010-11

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: P.S. 326
ADDRESS: 1800 UTICA AVENUE
TELEPHONE: 718-241-4828
FAX: 718-763-5567

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 332200010326 **SCHOOL NAME:** P.S. 326

SCHOOL ADDRESS: 1800 UTICA AVENUE, BROOKLYN, NY, 11234

SCHOOL TELEPHONE: 718-241-4828 **FAX:** 718-763-5567

SCHOOL CONTACT PERSON: Colleen M. Ducey **EMAIL ADDRESS:** CDucey@schools.nyc.gov

POSITION / TITLE **PRINT/TYPE NAME**

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Jacqueline Hubschman

PRINCIPAL: Colleen M. Ducey

UFT CHAPTER LEADER: Jennifer DeLuca

PARENTS' ASSOCIATION PRESIDENT: Sharon Phillip

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 22 **CHILDREN FIRST NETWORK (CFN):** CFN 605

NETWORK LEADER: WENDY KARP/Jose V. De La Cruz

SUPERINTENDENT: Linda Waite

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. **SLT membership must include an equal number of parents and staff** (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor's Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor's Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Colleen M. Ducey	Principal	Electronic Signature Approved.
Jennifer DeLuca	UFT Chapter Leader	Comments: Approved
Jacqueline Hubschman	UFT Member	Comments: Approved
Clara Tortorici	DC 37 Representative	Comments: Approved
Rebecca Guttman-Ehrlich	UFT Member	Comments: Approved
Sharon Phillip	PA/PTA President or Designated Co-President	Comments: Approved
Marie Pierre	Parent	Comments: Approved
Michelle Beckles	Parent	Comments: Approved
Bonita Hamilton-Smith	PA/PTA President or Designated Co-President	Comments: Approved
Shawnte Tate	Parent	Comments: Approved

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Directions: In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

□

P.S. 326 is an Early Childhood Center located in the Flatbush area of Brooklyn. We have a student population of approximately 210 pre-kindergarten, kindergarten and grade one students. Our school is located in a leased building that is well kept and our relationship with the landlord is a cooperative one.

The multicultural and multi ethnic student population of our school originates from the Caribbean Islands, Haiti, Afghanistan, Pakistan, West Indies, Mexico, and Puerto Rico. P.S. 326 has a daily attendance rate of 93.3% and approximately 70% of our students are eligible for free lunch. Students at P.S.326 are grouped heterogeneously with the exception of one self-contained ELL kindergarten class for students learning English for the first time. Kindergarten and grade one each have one special education, integrated class setting. Our average class size is 21 students following the Early Grade Class Size Reduction Program.

Our staff is comprised of individuals who are knowledgeable, enthusiastic and dedicated. Most of our staff is involved in continuing education and remain well versed in current research and practices within the field of education. There is a pervasive atmosphere of cooperation, sharing and teamwork that allows our students to flourish educationally, emotionally and socially.

We are a small school in which every staff members knows almost every student. Mindful of the important role that families play in the education of their children, effective involvement of all families is supported with an open door policy that facilitates ongoing communication between the families of our students and our staff. In this support of each other, we address, recognize and meet the needs of individuals while creating an atmosphere of high expectations where learning, originality and contribution take place.

SECTION III - Cont'd

Part B. School Demographics and Accountability Snapshot. Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school's NYCDOE webpage under "Statistics." Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
School Name:	P.S. 326								
District:	22	DBN #:	22K326	School BEDS Code:					
DEMOGRAPHICS									
Grades Served:	<input checked="" type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input checked="" type="checkbox"/> Ungraded			
Enrollment:				Attendance: - % of days students attended*:					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	50	47	37		TBD	TBD	TBD		
Kindergarten	103	100	106						
Grade 1	138	127	104	Student Stability - % of Enrollment:					
Grade 2	0	0	0	(As of June 30)	2007-08	2008-09	2009-10		
Grade 3	0	0	0		94.2	95.06	TBD		
Grade 4	0	0	0						
Grade 5	0	0	0	Poverty Rate - % of Enrollment:					
Grade 6	0	0	0	(As of October 31)	2007-08	2008-09	2009-10		
Grade 7	0	0	0		69.8	66.2	82.1		
Grade 8	0	0	0						
Grade 9	0	0	0	Students in Temporary Housing - Total Number:					
Grade 10	0	0	0	(As of June 30)	2007-08	2008-09	2009-10		
Grade 11	0	0	0		1	2	TBD		
Grade 12	0	0	0						
Ungraded	0	0	2	Recent Immigrants - Total Number:					
Total	291	274	249	(As of October 31)	2007-08	2008-09	2009-10		
					7	4	3		
Special Education Enrollment:				Suspensions: (OSYD Reporting) - Total Number:					
(As October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
# in Self-Contained Classes	0	0	0	Principal Suspensions	4	0	TBD		
# in Collaborative Team Teaching (CTT) Classes	10	21	22	Superintendent Suspensions	7	0	TBD		
Number all others	9	9	7						
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:					
				(As of October 31)	2007-08	2008-09	2009-10		
English Language Learners (ELL) Enrollment: (BESIS Survey)				CTE Program Participants					
(As of October 31)	2007-08	2008-09	2009-10	Early College HS Participants	0	0	0		
					0	0	0		

# in Transitional Bilingual Classes	0	0	0				
# in Dual Lang. Programs	0	0	0	Number of Staff - Includes all full-time staff.			
# receiving ESL services only	46	43	50	(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs	0	1	6	Number of Teachers	25	25	TBD
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals	5	6	TBD
				Number of Educational Paraprofessionals	2	2	TBD
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	TBD	% fully licensed & permanently assigned to this school	100	100	TBD
				% more than 2 years teaching in this school	68	84	TBD
Ethnicity and Gender - % of Enrollment:				% more than 5 years teaching anywhere	56	72	TBD
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher	80	84	TBD
American Indian or Alaska Native	1	0.7	0.4	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	91.3	90.6	TBD
Black or African American	68	71.9	70.7				
Hispanic or Latino	14.1	9.9	12				
Asian or Native Hawaiian/Other Pacific Isl.	14.1	10.6	8.8				
White	2.8	5.1	5.2				
Multi-racial							
Male	49.1	48.5	46.2				
Female	50.9	51.5	53.8				
2009-10 TITLE I STATUS							
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance		<input type="checkbox"/> Non-Title I			
Years the School Received Title I Part A Funding:		<input checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08	<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10		
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School:		If yes, area(s) of SURR identification:					
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>							
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):							
In Good Standing (IGS)		<input checked="" type="checkbox"/>					
Improvement Year 1		<input type="checkbox"/>					
Improvement Year 2		<input type="checkbox"/>					
Corrective Action (CA) - Year 1		<input type="checkbox"/>					
Corrective Action (CA) - Year 2		<input type="checkbox"/>					
Restructuring Year 1		<input type="checkbox"/>					
Restructuring Year 2		<input type="checkbox"/>					
Restructuring Advanced		<input type="checkbox"/>					
Individual Subject/Area AYP Outcomes:							
Elementary/Middle Level				Secondary Level			
ELA:	Y			ELA:			
Math:	Y			Math:			
Science:				Graduation Rate:			

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	Elementary/Middle Level			Secondary Level			
	ELA	Math	Science	ELA	Math	Grad. Rate	Progress Target
All Students	√	√					
Ethnicity							
American Indian or Alaska Native	-	-					
Black or African American	√	-					
Hispanic or Latino	-	-					
Asian or Native Hawaiian/Other Pacific Islander	-	-					
White	-	-					
Multiracial	-	-					
Students with Disabilities	-	-					
Limited English Proficient	-	-					
Economically Disadvantaged	√	-					
Student groups making AYP in each subject	3	1					

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results - 2008-09	Quality Review Results - 2008-09
Overall Letter Grade	Overall Evaluation: W
Overall Score	Quality Statement Scores:
Category Scores:	Quality Statement 1: Gather Data W
School Environment (Comprises 15% of the Overall Score)	Quality Statement 2: Plan and Set Goals W
School Performance (Comprises 25% of the Overall Score)	Quality Statement 3: Align Instructional Strategy to Goals W
Student Progress (Comprises 60% of the Overall Score)	Quality Statement 4: Align Capacity Building to Goals W
Additional Credit	Quality Statement 5: Monitor and Revise W

Key: AYP Status	Key: Quality Review Score
√ = Made AYP	Δ = Underdeveloped
√ ^{SH} = Made AYP Using Safe Harbor Target	▶ = Underdeveloped with Proficient Features
X = Did Not Make AYP	√ = Proficient
- = Insufficient Number of Students to Determine AYP Status	W = Well Developed
X* = Did Not Make AYP Due to Participation Rate Only	◇ = Outstanding

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry/Teacher Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review your schools use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
- What have been the greatest accomplishments over the last couple of years?
- What are the most significant aids or barriers to the school's continuous improvement?

□

Summary of current data:

- Our Terra Nova data indicates that our grade one students scored on average 52.2.% on the reading and language arts pre- test administered in October and a 53 on the mathematics pre-test administered in October 2010 .
- Terra Nova data for kindergarten indicates that our students scored 47% on average on the reading and language arts pre-test administered in October and 47.6% on the mathematics pre-test administered in October 2010.
- ECLAS data from Spring 2010 indicates 74% of our grade one students scored at or above level in reading and 76.5% scored at or above level in vocabulary.
- ECLAS data from Spring 2010 indicates that 83% of our kindergarten students scored at or above level in emergent reading skills.
- Our tracking sheets from September 2010 initial assessment indicate that the average Rigby Benchmark for our grade one students is 3.9.
- Our tracking sheets also indicate that the average Everyday Math pre test scores for our grade one students is 55.7%.
- Examination of our Galaxy expenditures from October 2010 shows that all Tax Levy and Title I monies were spent on personnel, per diem, per session, supplies and family involvement.

- SLT needs assessment survey results that staff members had the opportunity to give input about how we use our resources and ranked these resources in priority order. The survey also asked staff members to provide their interest in our professional development focus and our corresponding long term goals and objectives.
- Our longitudinal study results indicate that 73.3% of the grade 3 students at P.S. 119 that attended P.S. 326 for grade one scored at levels 3 and 4 on ELA. 63% of grade 4 students scored at levels 3 and 4 and 89.3% of grade 5 students scored at levels 3 and 4 on the January ELA assessment.
- On the citywide grade 3 math test P.S. 119, 93.8% of the students who attended P.S. 326 for grade one scored at levels 3 and 4. 92.6% of grade 4 students and 92.5% of grade 5 students scored at levels 3 and 4.
- The current LES indicates that 99% of our families are satisfied or very satisfied with the education their child is receiving.
- The current LES also indicates that 98% of our families agree or strongly agree that the school keeps them informed about their child's academic progress.
- 98% of our families are satisfied or very satisfied with the opportunities to be involved in their child's education according to the current LES.
- 100% of the teachers at P.S. 326, agree or strongly agree that they received helpful training on the use of student achievement data to improve teaching and learning as measured by the current LES.
- 100% of the teachers agree or strongly agree that the professional development they received this year provided them with teaching strategies to better meet the needs of their students.
- Feedback was received from teachers on the SLT survey regarding our professional development focus for the this year. Results indicated that the staff was interested in improving our instructional practices in teaching literacy.

Trends:

- Many students enter kindergarten lacking language and concept skills and it often takes the full kindergarten year to bring their skills up to grade level standards. By the end of grade one, students who have been at P.S. 326 for the full two years, often exceed the grade level standards for grade one.

- Students at P.S. 326 achieve higher in mathematics than in literacy. We believe that this is linked to our students' poor emergent receptive and expressive language skills.
- In our Data Inquiry Team study, we found that males enter school with higher receptive and expressive language skills, but over the course of the year, girls make more progress than boys.
- We also know that children who have a birthday in the first part of the year (January to June) have a higher achievement rate than children who have a birthday in the latter half of the year.
- Analysis of citywide ELA and CTB math tests in grades 3, 4 and 5 show that students that attended P.S. 326 for kindergarten and grade one, maintain high levels of achievement even years later into the testing grades.
- Due to our large Title I population, and our large multi-ethnic student body, it is difficult to analyze data by income and ethnicity because the non-Title I and the other ethnicities have a very small sampling. Therefore comparison between and among these groups is limited and other variables may have an impact on student achievement.

Greatest Accomplishments

Our greatest accomplishment is the outstanding data that has shown that students who attend P.S. 326 in the early childhood years, have higher student achievement in the testing grades than those children who did not attend our school and were admitted to our feeder school, P.S. 119 after grade one.

Results of our Learning Environment Survey indicates that we have surpassed the citywide average in every category.

When analyzing our individual students, we find that we are often the child's first school experience and we are proud of the exceptional job that we do in developing the talents and strengths of each child while remediating his/her weaknesses.

Significant Aids/Barriers to Continuous Improvement:

Our data shows that when students enter P.S. 326 in kindergarten they are often lacking many basic skills. Through good instruction and our commitment to educational excellence, results of our assessments indicate that our kindergarten students make up for their lack of readiness skills and display remarkable progress by the end of grade one.

We consistently work together involving parents in discussions as well as the decision making process necessary for helping students achieve their utmost potential.

We also work collaboratively with many community based organizations and reach out to the pre-schools in our area to build strong relationships within our community.

The greatest barrier that we face at P.S. 326 is that approximately 50% of our student population turns over every year because our grade one students transfer to P.S. 119 at the completion of first grade. This has budgetary implications in that kindergarten students who pre-register are not actually credited until the first day of school. Quite often, a teacher is excessed in the spring and in September a search for another teacher is difficult to find in late September when a new class is opened. This also has an impact on parent involvement in leadership roles, because it usually takes a parent one year to get to know our community and then in

their second year, when they volunteer to join in leadership roles, they are only active for one year until their child transfers to P.S. 119.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school’s instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART - Specific, Measurable, Achievable, Realistic, and Time-bound. **Notes:** (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal’s Performance Review (PPR) goals should be aligned to the school’s annual goals described in this section.

Annual Goal	Short Description
<input type="checkbox"/> #1. <input type="checkbox"/> By June 2011, 85% of all classroom teachers will meet their professional goal that accelerates students' learning as measured by a variety of assessments including but not limited to: Rigby Benchmarks, ECLAS, Everyday Math Assessments, writing samples and student portfolios.	<input type="checkbox"/> All classroom teachers will set goals and interim benchmarks for their students
<input type="checkbox"/> #2. By June 2011, 75% of grade one students will increase their literacy achievement by at least one more level in ECLAS, 8 levels in Rigby Benchmarks or at least a 15 point growth between pre and post Terra Nova tests.	<input type="checkbox"/> To increase literacy achievement for all students.
<input type="checkbox"/> #3. By June 2011, 70% of all grade one students will improve their mathematics achievement by at least 15 points between the pre and post Terra Nova tests or 20 points between the pre and post Everyday Math assessment.	<input type="checkbox"/> To improve mathematics achievement in all students
<input type="checkbox"/> #4. By June 2011, 70% of grade one ELL students will increase their language skills by at least one proficiency level between the LAB-R assessment given in September and the NYSESLAT administered in May.	<input type="checkbox"/> To improve language proficiency in all grade one students.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject Area

Teacher Goal Setting

(where relevant) :

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><input type="checkbox"/>#1. <input type="checkbox"/>By June 2011, 85% of all classroom teachers will meet their professional goal that accelerates students' learning as measured by a variety of assessments including but not limited to: Rigby Benchmarks, ECLAS, Everyday Math Assessments, writing samples and student portfolios. .</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> • Continue to provide professional development to staff on goal setting • Invite the network personnel to host professional development and send teachers to other outside agencies for support as well. • Analysis of data to help all teachers set professional goals • Support given to teachers by coach on an as needed basis • One to one meetings will be scheduled with the principal to set goals and interim benchmarks • Setting of one long term learning goal with two interim benchmarks to monitor teacher progress • Creation of a template to monitor the progress of teachers' tracking of student achievement to meet their goals and benchmarks • Monthly tracking of individual students' progress in order to aid in the revision and/or modification of the long term goal • Implementation Time Line: January, March and June meetings scheduled with the principal to determine progress of each teacher in meeting their goal.

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p>☐</p> <ul style="list-style-type: none"> • Title I funding of \$41,247 to provide one full time coach • DOE Professional development days each semester and weekly data inquiry time will provide professional development to teachers and allow for them to meet collaboratively. • Applied for SBO to allow for one day a week meetings with teachers to examine and evaluate student progress
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>☐</p> <ul style="list-style-type: none"> • Interim benchmark meetings with the principal are established for January and March with each classroom teacher to monitor progress to meeting their benchmarks. • Teachers submit assessment data to the Principal weekly • Principal's tracking sheets indicate students' achievements in many different assessments and is used to discuss student progress with staff and parents monthly. • Teachers monitor student gains monthly in order to evaluate whether they are meeting their projected benchmarks.

Subject Area
 (where relevant) :

To increase student achievement in
literacy

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>☐#2. By June 2011, 75% of grade one students will increase their literacy achievement by at least one more level in ECLAS, 8 levels in Rigby Benchmarks or at least a 15 point growth between pre and post Terra Nova tests.</p>
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<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>□</p> <ul style="list-style-type: none"> • Teachers group students according to needs during guided reading lessons • AIS providers and extended day providers group students for pull out services according to need • Teachers use the workshop model in all literacy lessons so students can work at their own pace and on their own area of need • Teachers conference with students and record notes on students' progress • Students write in journals on a daily basis and publish writing at least monthly • The literacy block includes shared reading and writing, read aloud, guided reading, independent reading and writing • Leveled libraries are in each classroom and a school wide resource center is available for all staff members • The coach provides support to teachers in matching assessments with specific objectives • Federal EGCSR funding provides for pullout AIS services available to students in literacy in six week cycles State EGCSR funding lowers class size in kindergarten and grade one Title IIA funding provides open access to the school library Our full time coach is available to assist teachers in planning, developing units of study and learning the Common Core Standards. Title I funding is used to support this professional developme nt.
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p>□</p> <ul style="list-style-type: none"> • Title I (\$41,247-Coach) and Title III dollars (\$15,000) will be used to provide AIS services and a Saturday program for students. • NYSTL funding (\$4,722)used to purchase literacy materials for each class • NYSTL funding (\$1,295)also used to purchase new library materials • Fair Student Funding (\$1,594)used to purchase experience charts, portfolios and other consumable materials used during the literacy workshop

<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>□</p> <ul style="list-style-type: none"> • Implementation Timeline: Monthly tracking sheets are reviewed with teachers and AIS providers to determine mastery of literacy skills • Graded writing samples collected monthly • Rigby Benchmarks results submitted to the principal bi-monthly • Basal unit tests administered approximately every six weeks • ECLAS results can be viewed on ARIS at any time and reports of individual students, groups of students, classes and grade wide information can be obtained • Periodic analysis of teachers' conference notes with students • Periodic review of student portfolios in reading and writing • Analysis of the pre and post data from the Terra Nova assessment
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Subject Area (where relevant) : To increase mathematics achievement for all students

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>□#3. By June 2011, 70% of all grade one students will improve their mathematics achievement by at least 15 points between the pre and post Terra Nova tests or 20 points between the pre and post EveryDay Math assessment.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>□</p> <ul style="list-style-type: none"> • Teachers will conduct math lessons using the workshop model • Teachers conference with students and pull small groups of students to address specific needs and remediation • Teachers record notes on student progress • All math lessons include the use of manipulatives • Math lessons include writing mathematically which includes using appropriate mathematics terminology • Students keep a math journal and secure work in a math portfolio for review by administration and parents • Leveled Everyday math libraries are in each classroom and a school wide resource center is available for all staff members • Students are given the opportunity to master lesson objectives through exploratory

	<p>lessons in guided activities as well as through independent study Title I dollars are used to provide a full time coach available to provide assistance and support to all teachers</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> • <input type="checkbox"/> Title I funding (\$41,247) used to provide a full time coach to support all teachers and students • Tax Levy funding (\$1,594) also used to purchase manipulatives and leveled libraries • NYSTL funding (\$4,722) used to purchase math journals, books and materials.
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> • Timeline for implementation: Monthly tracking sheets are reviewed with teachers to determine mastery of mathematics skills • Analysis of the pre and post Terra Nova mathematics assessment in fall and spring • Analysis of the pre and post Everyday math tests in fall and spring to measure progress • Everyday Math unit tests administered approximately every six weeks and submitted to the principal for review • Teachers attend monthly grade conference to correlate instruction with assessment • Periodic review of student journals and portfolios in mathematics

Subject Area
 (where relevant) :

To increase language proficiency levels for all ELL students

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> #4. By June 2011, 70% of grade one ELL students will increase their language skills by at least one proficiency level between the LAB-R assessment given in September and the NYSESLAT administered in May.</p>
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<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>☐</p> <ul style="list-style-type: none"> • Analysis of LAB-R test to determine ELL students' proficiency levels • All new kindergarten students who score in the Beginning level on the LAB-R are placed in a self contained ELL K class. • All grade one ELL students are serviced by a full time TESOL teacher in a pull out setting • Daily activities involve working with manipulatives, participating in listening centers, creative writing and integrating technology to reinforce and enrich all areas of the curriculum. • Students are placed in differentiated and flexible groups to accomodate different learning styles and diverse linguistic backgrounds.
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p>☐</p> <ul style="list-style-type: none"> • Title I funding (\$28,196) is used to provide parent involvement services to support our ELL families • Title I funding (\$601) is used to provide guidance counselor per session hours for translation services • Title III dollars (\$15,000) will provide for ELL students to attend a Saturday Academy that is designed to help ELL students in foundational literacy and mathematics skills • Title III funding will also provide a correlation with parent workshops in learning English during the Saturday Academy • Title III funding will be used to purchase materials, software and supplies for the Saturday Acadmey for students and their families. • Translation funding (\$1,073) for a guidance counselor will also be used to provide per session hours for bilingual staff members to attend the parent portion of the Saturday Academy and provide translation support.
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>☐</p> <ul style="list-style-type: none"> • Analysis of the LAB-R to group students according to need depending on their proficiency level and strengths and weaknesses • Student portfolios containing reading responses and writing samples are collected and assessed periodically to ensure students' growth • On-going parent orientation sessions of newly enrolled ELL students that explains school expectations, state standands and our curriculum • Parent involvement includes school related information and letters sent home

translated in the family's native language

- Analysis of NYSESLAT results to determine student progress
- Implementation timeline: Monthly tracking sheets contain results of all assessments and are used to provide students with support or differentiation of instruction. Periodic vocabulary quizzes given in all classrooms and analysis is shared with all staff members. All staff members are responsible for improving the achievement of ELL students.

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

Directions: All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement – Year 1 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructuring - Year 1, Year 2, and Advanced, must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 - School-level Reflection and Response to System-wide Curriculum Audit Findings - has sunset as a requirement. Last Year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLS)

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

New York State Education Department (SED) requirement for all schools

Part A. Directions: On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components**: additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	30		N/A	N/A	6		2	
1	42	15	N/A	N/A	20		4	1
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9								
10								
11								
12								

Identified groups of students who have been targeted for AIS, and the established criteria for identification:

- o Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- o Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- o Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- o Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. Part B - Description of Academic Intervention Services

<p>Name of Academic Intervention Services (AIS)</p>	<p>Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).</p>
<p>ELA:</p>	<p><input type="checkbox"/> Our teacher s provide an extra guided reading lesson in small groups and 1:1 settings during the school day. Our paras work with small groups and individual students using Balanced Literacy practices and Recipe For Reading. Our Saturday Title III Academy targets ELL students and uses theme based instruction to teach vocabulary.</p>
<p>Mathematics:</p>	<p><input type="checkbox"/> Our math coach services at risk students in small groups in order to reinforce and strengthen our students' mathematical abilities in the areas of problem solving, calculation, and comprehension. Students are grouped according to needs and are seen during the regular school day.</p>
<p>Science:</p>	<p><input type="checkbox"/> N/A</p>
<p>Social Studies:</p>	<p><input type="checkbox"/> N/A</p>
<p>At-risk Services Provided by the Guidance Counselor:</p>	<p><input type="checkbox"/> Our guidance counselor provides counseling and support to non mandated students in groups and individual students throughout the school day.</p>
<p>At-risk Services Provided by the School Psychologist:</p>	<p><input type="checkbox"/> Our school psychologist provides parents of at risk students with information about community based organizations and resources which assist families in crisis.</p>
<p>At-risk Services Provided by the Social Worker:</p>	<p><input type="checkbox"/> Our social worker services at risk students and their families experiencing social and or emotional problems which impact on academic achievement. She provides servies in small group settings and individually.</p>
<p>At-risk Health-related Services:</p>	<p><input type="checkbox"/> Our school nurse provides medical attention to students who have medical issues and provides assistance to families in obtaining proper documentation from doctors.</p>

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)

NCLB/SED requirement for all schools

Part A: Language Allocation Policy - Attach a copy of your school's current year (2010-2011) LAP narrative to this CEP.

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011

Directions: In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school's approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval

- There will be no revisions to our school's approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school's approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school's approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school's 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections' II and III below.

Section I. Student and School Information.

Grade Level(s)

Kindergarten and grade one

Number of Students to be Served:

LEP 50

Non-LEP 10

Number of Teachers 4

Other Staff (Specify) 2

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

Language Instruction Program

- Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

□

Saturday Academy

P.S. 326's Saturday Academy is designed to enhance student vocabulary, speaking fluency and reading readiness skills through theme based instruction. During parent part of the Saturday Academy, parents are invited to learn the methodologies we use at school so they are able to reinforce skills and concepts in the same way at home. This unified approach results in improved communication between home and school and higher student achievement. The theme of this year's Saturday Academy will be based on the book Letters to Felix by Annette Langen and Constanza Droop. Each week, the teacher and students will read one chapter about the country that Felix has visited and learn about the food, culture and people that live in this country. Students will work through this theme and activities to improve their reading, writing, speaking and listening skills. There will also be project that will be complete each week that will help us evaluate students' understanding and application of language skills. Students will use picture dictionaries to learn the vocabulary associated with each country and practice using these words in a presentation to their classmates and parents.

P.S. 326 will invite all 50 kindergarten and grade one ELLs as well as approximately ten general students with similar language needs. There will be three licensed Early Childhood teachers and one certified ELL teacher that will push in to each class on a rotating basis. Since this program is taking place on a Saturday, a supervisor is needed to observe, evaluate and work closely with the teachers in planning and delivering instruction. All instruction to students will be provided in English with many opportunities for them to speak and practice their fluency.

In addition to the student component, our Saturday Academy includes a parent component. All families of our 50 ELL students are invited to join our bilingual staff members for parent workshops. These workshops will take place simultaneously as the student component and will focus on topics such as: reading medicine labels, filling out job applications, following recipes and other survival skills. Each week, in final hour of our program, students join their family to present their project and share their learning. Parents learn how to help the child succeed in the same ways and methodologies that we are using as school. Each week, the Parent Coordinator, our school guidance counselor and other bilingual staff members will assist in the translation of these parent workshops and provide assistance in getting involved in their child's education. Translation funds will also used in addition to Title III funds to support the parents. Refreshments will reflect the country that the students have visited and learned about during that particular week.

Based on data from the past three years students need explicit vocabulary instruction as well as time and opportunities to listen and speak on a specific theme and topic. Therefore, our Title III funds will enable us to have a Saturday Academy that will focus on directly improving our students' vocabulary and receptive and expressive language skills. In order to facilitate the Saturday program we need to purchase the book

Letters to Felix, as well as picture dictionaries, experience charts, cooking supplies, and other consumable supplies such as glue, crayons, paper, paint, markers and pencils.

The following represents a tentative schedule that we plan to have in effect this upcoming school year:

- Three classes of students, 3 Early Childhood Teachers, 1 ELL push in teacher, 1 supervisor,
- 2 bilingual staff members for the parent component
- 16 Saturdays, from 9-12 p.m. beginning January 29th and ending May 28th, 2011.

Professional Development Program

- Describe the school's professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

□

Professional Development:

P.S. 326's ELL NSS, in conjunction with PS 326's ELL teacher, will provide professional development to teachers teaching the Title III program. The training workshop will take place on Wednesday, January 20th for two hours. The teachers will be paid training rate to attend. In addition, these workshops are open to all teachers since they also work with ELLs during the school day. Topics will include: Word play, juicy sentences and deconstruct and reconstruct strategies based on the research of Dr. Lilly Wong Fillmore and Jeff Zwiers. Professional Development will also be offered at least once per month as lunch and learn for all participating teachers throughout the duration of the Title III Saturday Academy. The professional development strategies address vocabulary development and fluency skills which is aligned to the focus of our Saturday Academy instruction.

Section III. Title III Budget

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School: PS326

BEDS Code: 332200010326

Allocation Amount:

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	13,275	<input type="checkbox"/> Instruction staff for Saturday Academy, professional development, 1 supervisor and 1 guidance counselor to assist in translation. Professional development for teachers Saturday Academy: 4 teachers x 2 hours x \$19.12=\$152.96 1 teacher trainor x2 hours x \$41.98=\$83.96 Saturday Academy for Students: 4 classes x 3 hours x 16 Saturdays X \$41.98=\$8060.16 1 supervisor x 4 hours x 16 Saturdays x \$43.93=\$2,811. 52 Saturday Academy for Parents: 1 bilingual guidance counselor x 3 hours x 16 Saturdays x \$45.13=\$2166.24
Purchased services - High quality staff and curriculum development contracts	0	<input type="checkbox"/> not applicable
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	\$1725	<input type="checkbox"/> Consumable supplies and books for student program
Educational Software (Object Code 199)	none	<input type="checkbox"/> Not Applicable

Travel	0	<input type="checkbox"/> not applicable
Other	0	<input type="checkbox"/> Not applicable
TOTAL	0	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

□

As a new family comes to PS 326 to register their child, a trained pedagogue meets with the family to make an initial determination of the child's home language using the Home Language Identification Survey. Assistance is provided by trained bilingual pedagogues and an informal interview is conducted with the family in their native language. The parent is asked to identify the language they would like to receive their school correspondence in. This choice is indicated on the students' blue emergency card, cumulative records and ATS for future reference.

The major findings of our needs assessment indicate that parents, teachers and school personnel indicated that there was a need for bilingual interpreters and translators to assist in communicating with non-English speaking parents. Parents also mentioned that they are often unable to bring their own interpreters to school meetings and at times have even used their own children in this role. These findings were reported at the school's SLT meetings.

We plan to provide oral interpretation services in Haitian Creole, Arabic, Russian and Spanish. We have available two bilingual teachers, one bilingual para who will help to meet identified interpretation needs when communicating with non-English speaking parents such as:

- Making telephone calls to parents to obtain or provide specific information
- Interpret informal meetings between the parent and teacher
- Interpret at formal meetings between the family and teacher to explain specific procedures or student difficulties
- Interpret at formal meetings to obtain permission from the family for assessment and for consideration of special education placement.
- Interpret at formal meetings with members of the SBST to explain results and recommendations to the family
- Interpret at our Saturday Academy
- Interpret at orientation meetings for parents of newly arrived ELL students.

Our school will provide each parent whose primary language is a covered language and who requires language assistance services with written notification of their rights regarding translation and interpretation services and instructions on how to obtain these services. A school sign will be posted near the primary entrance to the school indicating the room where a copy of the notice for parents regarding

language assistance services can be obtained. We will obtain from the Translation and Interpretation Unit a written translation of the signage and forms required under section 7 of the Chancellor's Regulations A-663 in the primary language of the parent that is neither English or a covered language and post and provide the translated forms in accordance with this section.

We conducted our assessment of written translation and oral interpretation needs through our annual needs assessment survey and through School Leadership Team surveys and informal interviews of parents and school staff .

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

□

The major findings were that parents, teachers and school personnel indicated that there was a need for bilingual interpreters and translators to assist in communicating with non-English speaking parents. Parents also mentioned that they often are unable to bring their own interpreters to school meetings and at times have even used their own children in this role. These findings were reported at the school's leadership team meetings.

Part B: Strategies and Activities

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

□

We plan to use in-house bilingual teachers and bilingual paraprofessionals to provide written translation of letters, documents, forms and information for non-English speaking families. They will use bilingual dictionaries and computer translation software to assist in these written translations. We will also provide bilingual dictionaries to parents of ELLs to support vocabulary development in their native and second language. Our translators will help to meet the following written translation needs:

- a. Translate written communications to the family from the teacher to provide information on school activities, meetings and events
- b. Translate written statements of school policy, requirements and expectations
- c. Translate information regarding city and state exams and formal assessment procedures

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

□

We plan to provide oral interpretation services in Arabic, Russian and Spanish. We have available two bilingual teachers and one bilingual paraprofessional who will help to meet identified interpretation needs when communicating with non-English speaking parents such as:

- Making telephone calls to parents to obtain or provide specific information
- Interpret at informal meetings between the family and the teacher
- Interpret at formal meetings between the family and the teacher to explain specific procedures or student difficulties
- Interpret at formal meetings to obtain permission from the family for assessment and for consideration of special education placement
- Interpret at formal meetings with members of the SBST to explain results and recommendations to the family
- Interpret at our Saturday Family English Program
- Interpret at orientation meetings for parents of newly-arrived English Language Learners.

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

□

Our school will provide each parent whose primary language is a covered language and who requires language assistance services with

written notification of their rights regarding translation and interpretation services and instructions on how to obtain these services. A school sign will be posted near the primary entrance to the school indicating the room where a copy of the notice for parents regarding language assistance services can be obtained. We will obtain from the Translation and Interpretation Unit a written translation of the signage and forms required under Section VII of the Chancellor's Regulations A-663 in the primary language of the parent that is neither English or a covered language and post and provide the translated forms in accordance with this section

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I [Schoolwide Program \(SWP\) schools](#) must complete Part C of this appendix.
- Title I [Targeted Assistance \(TAS\) schools](#) must complete Part D of this appendix.

PART A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2010-11:	139,029	88,188	0
2. Enter the anticipated 1% set-aside for Parent Involvement:	2272		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	6950	*	
4. Enter the anticipated 10% set-aside for Professional Development:	13900	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:
100

6. If the percentage of high quality teachers during 2009-2010 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

* Federal waiver granted; additional set-asiders for Title I ARRA are not required for these areas.

PART B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY AND SCHOOL-PARENT COMPACT

1. School Parental Involvement Policy – Attach a copy of the school’s Parent Involvement Policy.

Explanation : In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school’s expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school.

Reviewed and Distributed to Parents on 9/23/10

Public School 326
An Early Childhood Center
1800 Utica Avenue
Brooklyn, New York 11234

COLLEEN M. DUCEY
PRINCIPAL

SCHOOL - PARENT INVOLVEMENT POLICY

INTRODUCTION

Current research and practical experience demonstrate that families play a significant role in the educational progress of their children. When families are involved in their children’s educational experience children perform better in school. A child’s educational and personal development is maximized by this genuine partnership between the family and school.

A true partnership is based on the assumption that parents and educators are equal members with the common goal of supporting the success of all the children in the school. Although parents and educators may make different contributions to this very important partnership, and educators may be primarily responsible for initiating it, the assumption is that success for all children cannot be accomplished without collaboration. Elements of the partnership include:

1. creating two-way communication
2. enhancing learning at home and at school
3. providing mutual support

4. making joint decisions

Building family-school partnerships requires systematic efforts over time to overcome previous experiences of disconnection and to establish routines that constantly reinforce collaborative relationships. Collaboration requires establishing a non-blaming context for relationships. A context in which all involved recognize that we are all on the same team working towards a common goal--success for all children.

Children must be included on this team and in this mix when it regards activities that are directly related to their education. School staff, parents and students possess previously untapped resources that can be pooled to support academic achievement and social development. When a student experiences school problems, the student, the teacher and parents work together to develop solutions to these problems. The district fully supports this collaborative effort through its leadership policies.

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SCHOOL LEVEL POLICY

In an effort to increase student achievement, the school and parents have created a School-Parent Compact (See attachment) describing the respective roles and responsibilities of the school, staff and parents. In addition, our Parents' Association and school adhere to guidelines established by the New York City Board of Education in its "Blue Book", a policy statement for Parents' Associations and schools.

To encourage parent involvement, one of our school's objectives is to create a welcoming environment within the school. Upon entering the building, parents are immediately made aware of the child-centered focus of our school through the many attractive bulletin boards. These bulletin boards display the children's artistic talent, class work and various awards that are presented monthly to the children. In addition there is also a Parents' Association bulletin in the school lobby where important information is posted. This board is updated periodically. All parents and visitors to our school are officially greeted and welcomed by a courteous and knowledgeable office staff.

A main objective of our school is to provide opportunities for all parents to be included in their children's educational experiences. Parents are invited to attend special performances (i.e., assemblies, concerts, contests, fairs, and multicultural events). They are encouraged to review report cards and actively participate in regularly scheduled family-teacher conferences during the school day. All teachers are continually making efforts to keep parents informed of their child's performance (areas of growth as well as areas of concern) and they strive to maintain and cultivate open lines of communication.

P.S. 326 also holds an annual meeting in the fall for parents of students in special programs. Parents are invited by both the administration and by special invitations made by their children. The teachers present a brief overview of their programs to the entire group. Afterwards the children of the parents in attendance join the parent-child activity. A sample lesson for the parents with children participating then follows. Suggestions are made for activities the parents can implement at home.

P.S. 326 works hard to maintain a strong relationship with the families of our children and as such we have a special room set aside on-site called "The Multicultural/ Family Room". This room, under the supervision of a Family Worker who works with our other counselors, offers guidance workshops to assist parents with appropriate advice regarding discipline, parenting skills and children's health issues.

Furthermore, our counselors will identify support systems and community based agencies to provide families with information regarding food stamp eligibility and housing information. This room provides important peer support for the parents as they raise school age children. Additionally, this room provides the parents an opportunity to learn about the many cultures that make up our school demographics. To this end, once a month the Family Worker sponsors "Share a Recipe" session where parents can cook on-site and share a special food that is representative of their culture.

The diverse cultural backgrounds of our families truly enriches the school experience for children, parents and staff. Parents of children who speak languages other than English are notified of their child's entitlement to receive **ELL** services. All the notification and withdrawal/transfer options are available in the native language of the ELL parents.

Parents are a voting constituency of our School Leadership team. Parent representatives relay information at general and executive Parent Association board meetings as well as via a Parents' Association newsletter entitled **The Voice of P.S. 326**. This newsletter is a vital information link to busy parents as it provides important Parents' Association news, dates to remember regarding testing dates, days off, and trip dates. This newsletter also highlights efforts that are ongoing in our school. It highlights the children's birthdays, artistic work, written work and it features the names of children who have won "Citizen Awards" and "Student of the Month" awards.

Additionally, the Parents' Association of **P.S. 326** is responsible for conducting various fundraisers throughout the school year. The main fundraisers are candy sale in the fall, student pictures, cake/bake sale during Parent-Teacher Conferences, and the plant sale on Mother's Day.

General Membership meetings of the Parents' Association are held at various times throughout the school year and dues are collected per family. Votes are taken at these meetings to donate the profits from the fundraisers to the school for educational and instructional materials. In addition to fundraisers and meetings, the Parents' Association also acknowledges the teachers and staff for their hard work with a Parents' Association sponsored luncheon.

Parents as partners at **P.S. 326**, not only serve to enhance the education of their own children, but also enrich every aspect of education within our school. Through meaningful parent involvement the school becomes a vital and more collaborative community in supporting increased achievement for all children at P.S. 326.

Reviewed and Distributed to Parents on 9/23/10

2. School-Parent Compact - Attach a copy of the school's School-Parent Compact.

Explanation : Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school.

□

PUBLIC SCHOOL 326
Early Childhood Center
1800 Utica Avenue
Brooklyn, NY 11234
(718) 241-4828

COLLEEN M. DUCEY
Principal

DISTRICT 22

SCHOOL-PARENT COMPACT

P.S. 326 and the parents of the students participating in activities, services and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this Compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.

This School-Parent Compact is in effect during school year 20010-2011.

PART I – REQUIRED SCHOOL-PARENT COMPACT PROVISIONS

School Responsibilities

P.S. 326 will:

- **Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:**
- **Hold parent-teacher conferences (at least annually in elementary schools) during which this Compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:**

Parent orientation will be held the week of September 20, 2010 and parent/teacher conferences will be held once in November and once in March.

- **Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:**

Progress reports will be given to parents bi-monthly.

- **Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:**

Parents may call the office and request an appointment to meet with their child's teacher at any time. All meetings will take place on school grounds within 24 hours of the request.

- **Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:**

Parents are always welcome at P.S. 326 and can be involved in the decision-making process through the following committees: School Leadership Team, Parents' Association, and Parent Advisory Committee.

Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

- *Supporting my child's learning by making education a priority in our home by:*
 - Making sure my child is on time and prepared every day for school;
 - Monitoring attendance;
 - Talking with my child about his/her school activities every day;
 - Scheduling daily homework time;
 - Providing an environment conducive for study;
 - Making sure that homework is completed;
 - Monitoring the amount of television my children watch;
- *Volunteering in my child's classroom;*
- *Participating, as appropriate, in decisions relating to my children's education;*
- *Promoting positive use of my child's extracurricular time;*
- *Participating in school activities on a regular basis;*
- *Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate;*
- *Reading together with my child every day;*
- *Providing my child with a library card;*
- *Communicating positive values and character traits, such as respect, hard work and responsibility;*
- *Respecting the cultural differences of others;*

- *Helping my child accept consequences for negative behavior;*
- *Being aware of and following the rules and regulations of the school and district;*
- *Supporting the school's discipline policy;*
- *Express high expectations and offer praise and encouragement for achievement.*

PART II OPTIONAL ADDITIONAL PROVISIONS

STUDENT RESPONSIBILITIES

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:

- *Come to school ready to do our best and be the best;*
- *Come to school with all the necessary tools of learning – pens, pencils, books, etc.*
- *Listen and follow directions;*
- *Participate in class discussions and activities*
- *Be honest and respect the rights of others;*
- *Follow the school's/class' rules of conduct;*
- *Follow the school's dress code;*
- *Ask for help when we don't understand;*
- *Do our homework every day and ask for help when we need to;*
- *Study for tests and assignments;*
- *Read at least 30 minutes every day outside of school time;*
- *Read at home with our parents;*
- *Get adequate rest every night;*
- *Use the library to get information and to find books that we enjoy reading;*
- *Give to our parents or to the adult who is responsible for our welfare, all notices and information we received at school every day.*

P.S. 326 will:

- involve parents in the planning, review and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way;
- involve parents in the joint development of any schoolwide program plan, in an organized, ongoing, and timely way;

- hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend;
- provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand;
- provide to parents of participating children information in a timely manner about Title I, Part a programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
- on the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practically possible;
- provide to each parent an individual student report about the performance of their child on the State Assessment in at least English language arts and mathematics; and
- provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I final Regulations (67 Fed. Reg. 71710, December 2, 2002).

School Staff – Print Name

Signature

Date

Parent(s) – Print Name(s)

Signature

Date

Student (if applicable)
Print Name

Signature

Date

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

PART C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

Please see the Needs Assessment section

2. Schoolwide reform strategies that:

a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.

As a SWP school, we will continue to provide differentiated instruction geared toward meeting the city and state standards. Instruction is targeted to meet the needs of all students including special education students and English Language Learners. PS 326 uses all funds through seamless and efficient streaming to support our education program for the benefit of all students. We set high expectations for all children to succeed in meeting the city and state advanced levels of academic achievement.

b) Use effective methods and instructional strategies that are based on scientifically-based research that:

o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.

- We use scientifically based research models such as Wilson, Reading Recovery and Great Leaps programs to provide AIS to students. In mathematics, we review Everyday Math concepts and follow the scope and sequence of the classroom teacher.
 - o Help provide an enriched and accelerated curriculum.
 - Teachers follow curriculum guides and maps that we have created based on the city and state standards in each grade level.
 - o Meet the educational needs of historically underserved populations.
 - We provide differentiated instruction to all students in our school that show a need for it.
 - o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
 - Title I funds are used for all children in our school regardless of their income, achievement level or attendance status.
 - o Are consistent with and are designed to implement State and local improvement, if any.

3. Instruction by highly qualified staff.

- All staff members at PS 326 are highly qualified, fully licensed and permanently assigned.

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

- We provide professional development to all staff members on school wide goals. We also provide individualized professional development for specific teachers based on their needs. We also will arrange for teachers to visit other teachers or schools to observe quality practices or learn new programs. In addition, we also send teachers to citiwide or network workshops when applicable.

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

- PS 326's alliance with local colleges and universities such as: St. Joseph's College, Brooklyn College and Kingsborough Community College ensures the hiring of certified teachers.

6. Strategies to increase parental involvement through means such as family literacy services.

- As a result of the high attendance rates at Saturday workshops and meetings, more parent activities will be conducted on Saturdays.

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

Our school staff will work closely with the community based organizations to achieve a smooth transition to public school. Parent Orientations will be held in the spring as well as early in the new school year to ensure that all students are adjusting well.

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

We use all academic assessments to drive instruction on a daily basis. Assessments can be written, oral or performance based and our teachers make all decisions regarding material that should be reviewed or when new material should be introduced based on results of data and assessments.

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

The academic intervention services team meets monthly to assess and monitor students having academic, social, emotional or behavioral difficulties that interfere with learning. Our team makes decisions based on the data and assessment analysis in order to determine the children that would benefit most from each available service and match them with the appropriate provider. AIS services are provided to our students on a short term or long term basis depending on the child's needs. There is ongoing collaboration and feedback between AIS team members and classroom teachers to ensure the overall success of each student. In addition, the students at risk are identified and invited to participate in our extended day program and Saturday Academy.

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Since we are a Title I SWP school, all funding is used to support all students and their achievement.

Section II: "Conceptual" Consolidation of Funds in a Title I Schoolwide Program (SWP)

Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading 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 of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the specifically identified needs of 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.

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds 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>(i.e., Federal, State, or Local)</i>	Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for school allocation amounts)</i>	Check (X) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate goal number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check(x)	Page#(s)
Title I,	Federal	Yes			\$88,188	True	Goal #1-Teacher Goal Setting

Part A (ARRA)							
Title I, Part A (Basic)	Federal	Yes			\$139,029	True	Goal #2-Increasing Literacy Achievement, Goal #3-Increasing Math Achievement, Goal #4-Increase Language Proficiency Levels in ELL Students
Title II	Federal	Yes			\$106,705	True	Goal #2-Increasing Literacy Achievement, Goal #3-Increasing Mathematics Achievement
Title III	Federal	Yes			\$15,000	True	Goal #4- Increasing Language Proficiency Levels for ELL Students
IDEA	Federal	Yes			\$36,741	True	Goal #2-Increasing Literacy Achievement, Goal #3-Increasing Mathematics Achievement
Tax Levy	Local	Yes			\$957,490	True	All Goals
C4E	State	Yes			\$27,264	True	Goal #2-Increasing Literacy Achievement, Goal #3- Increasing Mathematics Achievement

¹**Reminder:** 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. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

²**Note:** The intent and purposes of the Federal programs indicated on the above chart 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.

- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **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 IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

PART D: TITLE I TARGETED ASSISTANCE SCHOOLS

Directions: Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.
 - Not Applicable
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;

- b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
 5. Provide instruction by highly qualified teachers;
 6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
 7. Provide strategies to increase parental involvement; and
 8. Coordinate and integrate Federal, State and local services and programs.

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

All schools must complete this appendix.

Directions:

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website:

<http://schools.nyc.gov/NR/ronlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A:

Part A - For Title I Schools

1. Please identify the number of Students in Temporary Housing who are currently attending your school. Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)

2

2. Please describe the services you are planning to provide to the STH population.

At P.S. 326, we provide direct student support services for our STH population. These services include: paying school-related fees such as trips, supplies, additional books, school uniforms, personnel supplies, and emergency food. We also work cooperatively with the CBO at the shelters to assist our students in obtaining transportation to and from the shelter and school. We also support the parent in school involvement activities. In addition, Title I funds are used for: attendance outreach, as well as providing extra academic assistance and resources such as tutoring and improvement support. Our STH students are also seen by our school guidance counselor at least once a week. Our guidance counselor works cooperatively with the family, the shelter and the school to ensure that the students' needs are being met.

Part B:

Part B - For Non-Title I Schools

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.

CEP RELATED ATTACHMENTS

Attachment for 'Appendix 2 - Program Delivery for English Language Learners (ELLs)'

File Name - 28_22K326_120210-120025.doc

OFFICE OF ENGLISH LANGUAGE LEARNERS GRADES K-12 LANGUAGE ALLOCATION POLICY SUBMISSION FORM

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster Jose Ruiz	District 22	School Number 326	School Name P.S. 326
Principal Colleen M. Ducey	Assistant Principal Not Applicable		
Coach Melissa Fontanelli	Coach Not Applicable		
Teacher/Subject Area Galina Aleksandrovich	Guidance Counselor Sara Corvoisier		
Teacher/Subject Area Emma Nagel	Parent Bonita Hamilton Smith		
Teacher/Subject Area Jennifer DeLuca	Parent Coordinator Melida Foster		
Related Service Provider Rebecca Guttman-Ehrlich	Other Not Applicable		
Network Leader Wendy Karp	Other Not Applicable		

B. Teacher Qualifications

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

Number of Certified ESL Teachers	2	Number of Certified Bilingual Teachers	0	Number of Certified NLA/Foreign Language Teachers	0
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	206	Total Number of ELLs	50	ELLs as Share of Total Student Population (%)	24.27%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

P.S. 326 is an Early Childhood Center located in the Flatbush area of Brooklyn. When families come to register their child, the pupil accounting secretary and bilingual staff members, trained in student intake procedures conduct an informal interview and discusses home language with the family and refers the child if necessary, to our ELL teacher who will provide an initial screening and administer the Home Language Survey to the family. If the home language survey indicates that the child speaks another language at home, the ELL teacher will administer the LAB-R to determine eligibility for ELL services within ten school days. Testing is administered by our ELL teachers. All students identified as ELLs will be closely monitored during the school year using formative and summative assessments and also be assessed NYSESLAT in the spring to determine continuing ELL status.

Parents of ELL students are invited into the school to learn about the program choices for their children. Our bilingual staff members and ELL teachers will show the required DVD and discuss the options available for instruction to ELLs. Parents receive entitlement letters and program selection forms in English and their native language. After reviewing program selection choices, all of our parents selected a free standing ESL program for their child. Parents complete the entitlement letters that they receive at the parent orientation and these program selection forms are kept on file at the school. In the event that a parent requests an alternate program or we obtain enough students to form a bilingual class, we will assist the families in this capacity.

Results of LAB-R and a description of the child's program are discussed with the family in their native language and based on the results of the LAB-R, all mainstream ELL kindergarten students are placed in a self contained English as a Second Language class. All ELL special needs and grade one students are provided with push in or pull out services based on their language proficiency. After reviewing the parent survey and program selection forms for the past few years, the trend in parents of ELLs choice letters indicates a preference for their children to receive ESL services either through an ESL pull out program or in a self contained ESL class.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t#
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Dual Language (50%:50%)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Freestanding ESL														
Self-Contained	15	0	0	0	0	0	0	0	0	0	0	0	0	15
Push-In	1	34	0	0	0	0	0	0	0	0	0	0	0	35
Total	16	34	0	50										

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	50	Newcomers (ELLs receiving service 0-3 years)	50	Special Education	9
SIFE	0	ELLs receiving service 4-6 years	0	Long-Term (completed 6 years)	0

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	50	0	9	0	0	0	0	0	0	50
Total	50	0	9	0	0	0	0	0	0	50

Number of ELLs in a TBE program who are in alternate placement: 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
Spanish	2	5	0	0	0	0	0	0	0	0	0	0	0	7
Chinese	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Russian	0	1	0	0	0	0	0	0	0	0	0	0	0	1
Bengali	0	2	0	0	0	0	0	0	0	0	0	0	0	2
Urdu	6	4	0	0	0	0	0	0	0	0	0	0	0	10
Arabic	2	6	0	0	0	0	0	0	0	0	0	0	0	8

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
Haitian	6	16	0	0	0	0	0	0	0	0	0	0	0	22
French	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Punjabi	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Polish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Albanian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Yiddish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	16	34	0	50										

Dual Language (ELLs/EPs)

K-8

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Spanish	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Chinese	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Russian	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Haitian	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	0																			

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0									

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): 0

Number of third language speakers: 0

Ethnic breakdown of EPs (Number):

African-American: 0

Asian: 0

Hispanic/Latino: 0

Native American: 0 White (Non-Hispanic/Latino): 0 Other: 0

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	2	5	0	0	0	0	0	0	0	0	0	0	0	7
Chinese	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Russian	0	1	0	0	0	0	0	0	0	0	0	0	0	1
Bengali	0	2	0	0	0	0	0	0	0	0	0	0	0	2
Urdu	6	4	0	0	0	0	0	0	0	0	0	0	0	10
Arabic	2	6	0	0	0	0	0	0	0	0	0	0	0	8
Haitian	6	16	0	0	0	0	0	0	0	0	0	0	0	22
French	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Punjabi	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Polish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Albanian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	16	34	0	50										

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for Long-Term ELLs (completed 6 years).
 - e. Describe your plan for ELLs identified as having special needs.

P.S. 326 provides a small school setting that offers a more personal cooperative environment for students, staff and parents. Students are actively engaged in learning using a variety of modalities. In addition to whole group teacher directed lessons, students are also provided with small group and individualized attention. Daily activities involve working with manipulatives, participating in listening centers, creative writing and integrating computer technology to reinforce and enrich all areas of the curriculum.

We will continue to provide our free standing ESL program using the Pull out and self contained models in compliance with Part 154 of

the Commissioner's Regulations. All ELL students will receive access to academic rigorous standards based instruction. To ensure that we are meeting the needs of our ELL students and provide opportunities for them to achieve at high levels the school will be accountable for ongoing assessment of our ELLs and academic content areas as well as language development to inform instruction. Beginner and intermediate students will receive 360 minutes of ESL instruction per week, and advanced students will receive 180 minutes of ESL instruction per week. Our free standing ESL program will have appropriate and adequate staffing by highly qualified ESL teachers who are fully licensed and certified.

Since P.S. 326 is a Pre-K through Grade One Early Childhood Center, we do not have any SIFE students, ELLs in years 4 through 6 or long term ELLs. All of our students are considered new comers, since they have all been in school for less than three years. Our instructional methods listed below are designed to meet the needs of our students. We currently have 9 ELLs receiving special education services. Of the ELLs in special education, one student is in our Kindergarten CTT class and have received less than one year of service; 8 students are in first grade and are in their second year of ESL service.

The ESL instructional methods used are: TPR, Balanced Literacy model, natural approach including daily read alouds, nursery rhymes, chants and finger plays. The teaching of reading is based on a Balanced Literacy approach which combines the best elements of phonics instruction and the whole language approach. We teach children how to read through explicit phonics instruction, by sounding out unfamiliar words and by daily exposure to literature and attention to comprehension. Our ELL program encourages students to discuss their daily experiences, improve their listening and speaking skills and increase vocabulary development. Children are exposed to all literary genres as well as content area instruction in science and social studies. Methodologies appropriate for special needs students including tactile and sensory stimulation and the use of manipulatives are incorporated into the instruction of our ELL special education students. In addition one student receives additional support from her IEP language para.

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

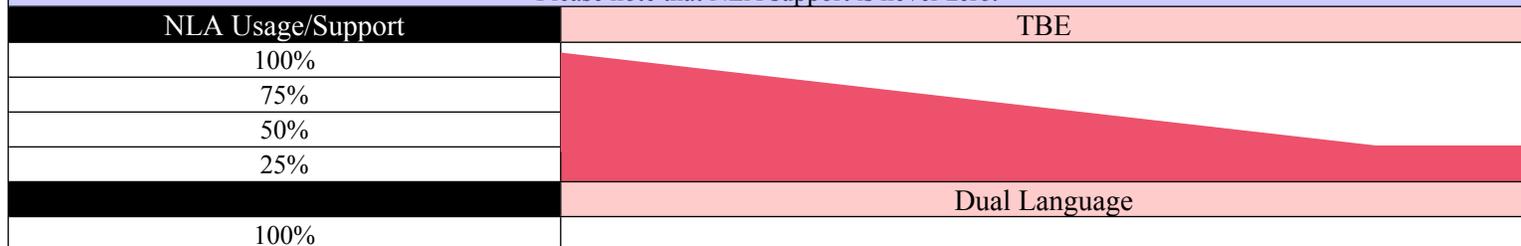
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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

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

Native Language Arts and Native Language Support

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



75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

B. Programming and Scheduling Information--Continued

- Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
- What new programs or improvements will be considered for the upcoming school year?
- What programs/services for ELLs will be discontinued and why?
- How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
- Do required services support, and resources correspond to ELLs' ages and grade levels?
- Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
- What language electives are offered to ELLs?

We have a team of dedicated specialists who work individually with students who have been identified as special needs or needing academic support and intervention services. We will continue to utilize on-going assessment of our ELLs to drive instruction. Students will be placed in flexible groups based on assessment used to address students' needs, different learning styles and diverse linguistic backgrounds. A portfolio for each student where reading response and writing samples are collected will be assessed periodically to ensure each student's growth in proficiency level.

P.S. 326 provides specific academic intervention services for all students experiencing academic difficulties. These interventions and supplemental services we are currently providing or plan to provide to ELLs, new comers, ELLs in alternate placement in special education and transitional ELLs are as indicated as follows: AIS services (Targeted instruction in listening, speaking, reading and writing in pull out instruction program from AIS teacher, Wilson Foundations Program, Phonemic Awareness Program, Reading Recovery), small group math instruction, counseling services (group or individual based upon individual needs), referral to related services (referrals to outside agencies for further interventions individual or family), services will be provided as indicated on the Individualized Education Plan (Collaborative

Team Teaching, Related Services), Targeted Instruction (small groups of targeted instruction), differentiated instruction (Teachers tailor instruction based on individual needs), student assessment analysis (individual prescriptive and diagnostic plans are designed to facilitate tutoring of differentiated instruction), Pupil Personnel Committee (conferences among professionals are conducted to review students cumulative records and recommend interventions), Title III Saturday Academy (literacy program for students and parents), ELL students and their families are invited to attend and this program is designed to instruct ELLs in foundation and basic skills in both reading and math. Parents will also be invited to our read aloud night to support family literacy.

C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

Professional development is coordinated by our professional development team which meets regularly to collaborate on effective professional development planning for teachers. In order to meet the needs of our ELLs, we will continue to provide professional development for ALL staff members on planning thematic units of study and using the workshop model of instruction. PS 326 staff development on September 7th focused on designing a workshop model classroom and differentiating instruction. Our work continues in this area as we move through the school year and form small groups of students with similar needs. Our data inquiry team has analyzed our data and has identified students speaking abilities as a particular area of need for all students. On Election day, we provided all teachers with professional development on improving students' expressive language skills. The principal has met with all our ELL providers and set professional learning goals for all students involved in ELL programs. On-going professional development will be provided and benchmarks will be monitored in January and April of 2011. Our onsite coach will also continue to push into classrooms to provide feedback, model lessons and offer alternate methodology when necessary. This coach supports our staff in assisting our ELL students and teachers as they transition from one grade level to another. Our teachers receive training in ESL methodologies from our ESL teacher and our ELL network support specialist in order to meet the 7.5 hours of ELL training for all staff. These records of professional development trainings are kept on file at our school.

E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

At P.S 326 we are especially committed to involving parents of ELLs in their children's learning and school in order to ensure our students academic and social success. Our parent outreach include: on-going orientation sessions for parents of newly enrolled ELL students on the state standards, school expectations and the curriculum assisted by bilingual and ELL staff. School related information and letters are sent home translated in the families' native language. We provide volunteer translators to assist in communicating at school meetings and parent workshops whenever available. ELL students and their families are invited to attend our Title III Saturday Academy. This literacy program is designed to instruct ELLs in foundation and basic skills in both reading and math. Parents are also invited to our read aloud nights and program to support family literacy.

Part V: Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	16	16	0	0	0	0	0	0	0	0	0	0	0	32
Intermediate(I)	3	15	0	0	0	0	0	0	0	0	0	0	0	18
Advanced (A)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	19	31	0	0	0	0	0	0	0	0	0	0	0	50

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	16	16	0	0	0	0	0	0	0	0	0	0	0
	I	0	15	0	0	0	0	0	0	0	0	0	0	0
	A	0	0	0	0	0	0	0	0	0	0	0	0	0
	P	0	0	0	0	0	0	0	0	0	0	0	0	0
READING/ WRITING	B	16	16	0	0	0	0	0	0	0	0	0	0	0
	I	0	15	0	0	0	0	0	0	0	0	0	0	0
	A	0	0	0	0	0	0	0	0	0	0	0	0	0
	P	0	0	0	0	0	0	0	0	0	0	0	0	0

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

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

B. After reviewing and analyzing the assessment data, answer the following

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school’s instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
 - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
 - a. How are the English Proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

Since P.S. 326 is an Early Childhood center we do not take periodic assessments. Our students do not take the following standardized tests either: NYS ELA, NYS ELA NYSAA, NYS Math, NYS NYSAA Math, NYS Science, NYSAA Science or NYS Social Studies. Our students are assessed and monitored on a daily basis by their classroom teacher and other service providers. We assess student progress using formative assessments such as basal unit tests, vocabulary quizzes, Everyday Math unit tests, writing samples, and student portfolios. We also assess our students using a standardized test called the Terra Nova which we administer in the Fall as a pre-test and again in the Spring as a post test.

There are no results for kindergarten as the NYSESLAT results are not available until Spring 2011. Results of grade one students indicated

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		11/30/10
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		

	Other		

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 326					
District:	22	DBN:	22K326	School		332200010326

DEMOGRAPHICS

Grades Served:	Pre-K	v	3	7	11	
	K	v	4	8	12	
	1	v	5	9	Ungraded	v
	2		6	10		

Enrollment				Attendance - % of days students attended:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
Pre-K	47	37	17				NR
Kindergarten	100	106	69				
Grade 1	127	104	117				
Grade 2	0	0	0	Student Stability - % of Enrollment: (As of June 30)	2007-08	2008-09	2009-10
Grade 3	0	0	0		94.2	95.1	87.4
Grade 4	0	0	0				
Grade 5	0	0	0				
Grade 6	0	0	0	Poverty Rate - % of Enrollment: (As of October 31)	2008-09	2009-10	2010-11
Grade 7	0	0	0		69.8	82.1	82.1
Grade 8	0	0	0				
Grade 9	0	0	0				
Grade 10	0	0	0	Students in Temporary Housing - Total Number: (As of June 30)	2007-08	2008-09	2009-10
Grade 11	0	0	0		1	2	3
Grade 12	0	0	0				
Ungraded	0	2	1				
Total	274	249	204	Recent Immigrants - Total Number: (As of October 31)	2007-08	2008-09	2009-10
					7	4	3

Special Education				Suspensions (OSYD Reporting) - Total Number:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
# in Self-Contained Classes	0	0	0	Principal Suspensions	4	0	0
# in Collaborative Team Teaching (CTT) Classes	21	22	25	Superintendent Suspensions	7	0	1
Number all others	9	7	6				

These students are included in the enrollment information above.

Special High School Programs - Total Number:			
(As of October 31)	2007-08	2008-09	2009-10
CTE Program Participants	0	0	0
Early College HS Program Participants	0	0	0

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:					
(As of October 31)	2008-09	2009-10	2010-11	(As of October 31)	2007-08	2008-09	2009-10		
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	25	25	24		
# in Dual Lang. Programs	0	0	TBD		Number of Administrators and Other Professionals	5	6	3	
# receiving ESL services only	43	50	TBD			Number of Educational Paraprofessionals	2	2	6
# ELLs with IEPs	1	6	TBD						

These students are included in the General and Special Education enrollment information above.

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	68.0	84.0	100.0
				% more than 5 years teaching anywhere	56.0	72.0	83.3
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	80.0	84.0	95.8
American Indian or Alaska Native	0.7	0.4	0.5	% core classes taught by "highly qualified" teachers	91.3	90.6	100.0
Black or African American	71.9	70.7	72.1				
Hispanic or Latino	9.9	12.0	13.2				
Asian or Native Hawaiian/Other Pacific	10.6	8.8	10.3				
White	5.1	5.2	1.5				
Male	48.5	46.2	44.6				
Female	51.5	53.8	55.4				

2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
				v	v	v	v

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
-----------------------------	--	---------	--	--	--	--	--

Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase		Category			
	In Good		v	Basic	Focused	Comprehensive
	Improvement Year 1					
	Improvement Year 2					
	Corrective Action (CA) – Year					
	Corrective Action (CA) – Year					
	Restructuring Year 1					
	Restructuring Year 2					
	Restructuring Advanced					

Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>		<u>Secondary Level</u>
ELA:	v	ELA:
Math:	v	Math:
Science:		Graduation Rate:

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			
Student Groups	ELA	Math	Science	ELA	Math	Grad Rate**	Progress Target
All Students	v	v					
Ethnicity							

American Indian or Alaska Native	-	-					
Black or African American	v	-					
Hispanic or Latino	-	-					
Asian or Native Hawaiian/Other Pacific Islander	-	-					
White	-	-					
Multiracial	-	-					
Students with Disabilities	-	-					
Limited English Proficient	-	-					
Economically Disadvantaged	v	-					
Student groups making	3	1					

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10				Quality Review Results – 2009-10			
Overall Letter Grade:	NR	Overall Evaluation:					NR
Overall Score:		Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:		Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:		Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:							
<i>(Comprises 60% of the</i>							
Additional Credit:							

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
- = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf