



**SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE**

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

**Directions:**

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk\*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

| Name                    | Position and Constituent Group Represented   | Signature |
|-------------------------|--|-----------|
| Colleen M. Ducey        | *Principal or Designee   |           |
| Jennifer DeLuca         | *UFT Chapter Leader or Designee  |           |
| Bonita Hamilton Smith   | *PA/PTA President or Designated Co-President   |           |
| Clara Tortorici         | DC 37 Representative, if applicable  |           |
|                         | Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> ) |           |
|                         | CBO Representative, if applicable  |           |
| Jacqueline Hubschman    | Member/Chairperson   |           |
| Marie Pierre            | Member/  |           |
| Michelle Beckles        | Member/  |           |
| Shawnte Tate            | Member/  |           |
| Betty Henderson         | Member/  |           |
| Rebecca Guttman Ehrlich | Member/  |           |
|                         | Member/  |           |

## **DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION**

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

### **WHICH SCHOOLS NEED TO COMPLETE THIS?**

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

### **HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?**

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

### **HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?**

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

## ANNUAL GOAL #1 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

### **Annual Goal #1**

- By June 2012, 80% (9/11) of all classroom teachers will meet their professional learning goal that accelerates student learning as measured by a variety of assessments including but not limited to: Rigby Benchmarks, ECLAS, Everyday math assessments, writing samples and student portfolios.

### **Comprehensive needs assessment**

- In consultation with the principal, teachers analyzed their students' baseline reading benchmarks, writing samples and math data to submit a goal that accelerates student learning. Together, the teacher and the principal identified the learning priorities and created a professional learning goal that addressed these needs.

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) staff and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.

### **Activity #1**

- Professional Development: Professional Development will be provided to all staff members on how to analyze data and set SMART goals and interim benchmarks.
- Target Population: All classroom teachers
- Responsible Staff Members: Principal and all classroom teachers

- Implementation Timeline: September 2011-June 2012

#### Activity #2

- Analysis and Collection of Data: Tracking of student data will be collected on Google Docs and teachers will enter data by the specified dates. Analysis of data in small grade level groups helps teachers form differentiated groups of students with similar needs to target next steps in teaching and learning.
- Target Population: All classroom teachers and data specialist
- Responsible Staff Members: Principal and all classroom teachers
- Implementation Timeline: September 2011-June 2012

#### **Steps for including teachers in the decision making process**

- Teachers will engage in one to one meetings with the principal four times each year to set goals and interim benchmarks to analyze and monitor progress.
- Each teacher has the opportunity to recommend a long term goal and two interim benchmarks that they feel are measurable and attainable during this school year.
- Teachers also choose an appropriate assessment tool and determine the percentage of students and their progress needed to meet their goal.

#### **Strategies to increase parental involvement**

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
- Parents are invited to parent orientation during the first two weeks of school to learn about the Common Core Standards and curriculum used to educate their child.
- Progress reports will be distributed to parents at the end of September to make them aware of their child's baseline data. Progress Reports will also be distributed in January to families to make them aware of their child's progress in meeting their first benchmark. Progress Reports are sent out for translation in the families' preferred language.

- Parents and care givers receive consistent communication from the students' teachers regarding student achievement, academic difficulties and social development.

### **Strategies for attracting Highly Qualified Teachers (HQT)**

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
- All teachers at PS 326 are highly qualified. We maintain a high level of professionalism and teachers are dedicated to our students and school. We have not had untenured teachers work at our school in over three years.

### **Service and program coordination**

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
- Title I funding is used to provide coaching to teachers on setting goals with their students to improve academic achievement.
- Tax Levy funds used to provide substitute teacher coverage, prep coverage and common planning times.

### **Budget and resources alignment**

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
- . As a Title I School Wide Programs school, conceptual consolidation will allow us to combine federal and local

funds to implement the following actions from September 2011 through June 2012 as indicated below:

- Title I funds used to provide professional development to teachers on how to analyze data and set SMART goals
- Title I funds also used to host evening meetings for parents and staff members to align curriculum and student progress.
- NYCDOE Translation funds are used to provide translation services for families.

### **ANNUAL GOAL #2 AND ACTION PLAN**

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

#### **Annual Goal #2**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
- By June 2012, 60% (98/163) of all kindergarten and grade one students will improve at least one rubric grade on a rigorous CCSS task in literacy between a pre and post task as measured by rubrics, the Depth of Knowledge levels, student work portfolios and the P.S. 326 writing rubrics.

#### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.
- According to our Spring 2011, School Leadership Team needs assessment, our teachers requested additional support in literacy. Teachers also need to learn and become more familiar with the Common Core State Standards. The principal and coach provide support and plan professional development to support the teachers in this area. Teachers have and will continue to work on curriculum maps and plan more rigorous activities. Teachers will continue to align assessments to help increase their students' performance on high level literacy tasks.

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) staff and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.

#### Activity #1 Professional Development:

- Ongoing professional development has been and continues to be provided to our staff by network support professionals on introducing complex and rigorous tasks in literacy.
- Professional development also focuses on exemplars of student work as well as the complexity of activities included in the task.
- Professional development also focusing on aligning the assessment with content and performance rubrics.
  - Target Population: All classroom teachers, out of classroom providers and support staff
  - Responsible Staff Members: All teachers
  - Implementation Timeline: September 2011-June 2012

#### Activity #2 Scoring and Rubrics

- Teachers will work together in groups of four to examine student work and score the pre and post tasks according to the CCSS writing rubric.
- Teachers will plan how to differentiate instruction in order to meet the needs and plan next steps for their diverse learners.
- Target Population: All classroom teachers, out of classroom providers and support staff
- Responsible Staff Members: All teachers

- Implementation Timeline: September 2011-June 2012

Steps for including teachers in the decision making process:

- Teachers work cooperatively to determine a score on each student's pre or post literacy task.
- If there is a difference of opinion regarding a score, a third staff member will make the final decision regarding the students' grade.

**Strategies to increase parental involvement**

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
- Students and families will complete daily reading contracts that include all genres and emphasize nonfiction texts.
- Families will be invited to participate in Family Reading activities after school and on weekends.
- Parents have access to our "Lending Library" which consists of a myriad of materials that increase parent engagement and improve our students literacy skills.

**Strategies for attracting Highly Qualified Teachers (HQT)**

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
- All teachers at PS 326 are highly qualified. We maintain a high level of professionalism and teachers are dedicated to our students and school. We have not had untenured teachers work at our school in over three years.

**Service and program coordination**

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

- Our staff voted to have a weekly period on Mondays to engage in collaborative inquiry, look at student work and develop curriculum maps.
- All classes have leveled libraries which include all genres with a focus on nonfiction texts and a school wide resource center is available for all staff members.
- Federal EGCSR funding provides for pull out AIS services available to students in literacy in six week cycles.

**Budget and resources alignment**

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, Federal EGCSR funding etc.) that will support the actions/strategies/activities described in this action plan.
- Title I funds are used to support a full time coach who provides professional development in literacy and assists teachers in planning.
- NYSTL books and software are purchased to enhance literacy units of study.

## ANNUAL GOAL #3 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

### **Annual Goal #3**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
  
- By June 2012, 60% (90/163) kindergarten and grade one students will improve at least one rubric grade on a rigorous CCSS task in mathematics between a pre and post task as measured by the CCSS grade wide math rubrics, Depth of Knowledge levels and student portfolios.

### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.
  
- According to our Terra Nova standardized testing, results indicate that our math achievement has slightly decreased over the past three years. Therefore, teachers need additional support in teaching mathematics as well as learning and becoming more familiar with the Common Core State Standards. The teachers have and will continue to work on curriculum maps and plan more rigorous activities. Teachers will also continue to align assessments to help increase their students' performance on high level mathematics tasks.

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) staff and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to

evaluate the effectiveness of the strategies/activities,  
d) timeline for implementation.

### **Activity#1:**

#### Activity #1 Professional Development:

- Ongoing professional development has been and continues to be provided to our staff by network support professionals on introducing complex and rigorous tasks in mathematics.
- Professional development also focuses on exemplars of student work as well as the complexity of activities included in the task.
- Professional development also focusing on aligning the assessment with content and performance rubrics.
  - Target Population: All classroom teachers, out of classroom providers and support staff
  - Responsible Staff Members: All teachers
  - Implementation Timeline: September 2011-June 2012

#### Activity #2 Scoring and Rubrics

- Teachers will work together in groups of four to examine student work and score the pre and post tasks according to the CCSS content and performance rubric in mathematics.
- Teachers will plan how to differentiate instruction in order to meet the needs and plan next steps for their diverse learners.
- Target Population: All classroom teachers, out of classroom providers and support staff
- Responsible Staff Members: All teachers
- Implementation Timeline: September 2011-June 2012

#### Steps for including teachers in the decision making process:

- Teachers work cooperatively to determine a score on each student's pre or post mathematics task.
- If there is a difference of opinion regarding a score, a third staff member will make the final decision regarding the students' grade.

**Strategies to increase parental involvement**

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
- Students and families will complete daily Home Links assignments that reinforces concepts taught during the school day.
- Families will be invited to participate in Family Math activities after school and on weekends.
- Parents have access to our "Lending Library" which consists of a myriad of materials that increase parent engagement and improve our students math skills.

**Strategies for attracting Highly Qualified Teachers (HQT)**

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
- All teachers at PS 326 are highly qualified. We maintain a high level of professionalism and teachers are dedicated to our students and school. We have not had untenured teachers work at our school in over three years.

**Service and program coordination**

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
- Our staff voted to have a weekly period on Mondays to engage in collaborative inquiry, look at student work and develop curriculum maps
- All classrooms have leveled Everyday Math libraries and a school wide resource center is available for all staff members.

**Budget and resources alignment**

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
- Title I funding is used to provide a full time coach available to provide assistance and support to all teachers.
- NYSTL books and software are purchased to provide manipulatives, remediation and enrichment activities in mathematics.

## **ANNUAL GOAL #4 AND ACTION PLAN**

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

### **Annual Goal #4**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
- By June 2012, 100% of all classroom teachers will engage in short cycles of observation, discussion and reflection of their practice with their principal focusing on using questioning and discussion techniques as well as using assessment in instruction with an emphasis on the six domains identified by the DOE for teacher effectiveness as measured by teacher observations, feedback meetings and the NYCDOE teacher effectiveness rubric.

### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.
- During professional development sessions, our teachers have expressed a need to continue to improve their practice. As a result, we are focusing on reflecting on our teaching methodology and curriculum development during these sessions and value feedback provided by colleagues and supervisors.

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) staff and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,

d) timeline for implementation.

**Activity #1 Professional Development:**

- Ongoing professional development has been and continues to be provided to our staff by network support professionals and the principal to introduce and discuss the six areas of focus for teacher effectiveness.
- Professional development also focused on showing a video presentation of portraying these six domains in an exemplary classroom.
  - Target Population: All teachers
  - Responsible Staff Members: All teachers and the principal
  - Implementation Timeline: September 2011-June 2012

**Activity #2 Observations and Feedback:**

- The principal will engage in short cycles of observation, discussion and feedback with each teacher after observing each area of focus.
- Teachers will complete a self reflection survey based on their analysis of their own practice.
- Target Population: All teachers
- Responsible Staff Members: All teachers and the principal
- Implementation Timeline: September 2011-June 2012

**Steps for including teachers in the decision making process:**

- Teachers were provided the opportunity to create the order in which we as a community would focus on each domain.
- Teachers provide feedback to each other based on the principal's feedback of their own successful practices.

**Strategies to increase parental involvement**

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
- Teachers provide feedback to families about student progress and specific strategies that they can use at home to improve their child's achievement.

### **Strategies for attracting Highly Qualified Teachers (HQT)**

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
- All teachers at PS 326 are highly qualified. We maintain a high level of professionalism and teachers are dedicated to our students and school. We have not had untenured teachers work at our school in over three years.

### **Service and program coordination**

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
- The principal scheduled two full day professional development learning sessions this year to focus on teacher effectiveness.
- We requested an SBO and use the extended day time and convert it to inquiry time on Monday afternoons to facilitate professional development periods. During this time, the administration and teachers share successful practices and feedback with each other.

### **Budget and resources alignment**

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
- Tax Levy and Title I funding are used to provide substitute teacher coverage so our staff members can attend network and citywide workshops on teacher effectiveness.
- Title I funding was also used to purchase teacher effectiveness handbooks and resources.

## ANNUAL GOAL #5 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

### **Annual Goal #5**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) staff and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.

### **Strategies to increase parental involvement**

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

### **Strategies for attracting Highly Qualified Teachers (HQT)**

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

### **Service and program coordination**

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

### **Budget and resources alignment**

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

**ACADEMIC INTERVENTION SERVICES (AIS)**

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

- 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.
- 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.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- 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.

|           | <b>ELA</b>                         | <b>Mathematics</b>                 | <b>Science</b>                     | <b>Social Studies</b>              | <b>At-risk Services: Guidance Counselor</b> | <b>At-risk Services: School Psychologist</b> | <b>At-risk Services: Social Worker</b> | <b>At-risk Health-related Services</b> |
|-----------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|---|--|--|--|
|           | <b># of Students Receiving AIS</b>          | <b># of Students Receiving AIS</b>           | <b># of Students Receiving AIS</b>     | <b># of Students Receiving AIS</b>     |
| <b>K</b>  | 30                                 | 20                                 | N/A                                | N/A                                | 10  | 0  | 2                                      | 2                                      |
| <b>1</b>  | 30                                 | 20                                 | N/A                                | N/A                                | 15  | 0  | 0                                      | 3                                      |
| <b>2</b>  |                                    |                                    | N/A                                | N/A                                |   |  |  |  |
| <b>3</b>  |                                    |                                    | N/A                                | N/A                                |   |  |  |  |
| <b>4</b>  |                                    |                                    |                                    |                                    |   |  |  |  |
| <b>5</b>  |                                    |                                    |                                    |                                    |   |  |  |  |
| <b>6</b>  |                                    |                                    |                                    |                                    |   |  |  |  |
| <b>7</b>  |                                    |                                    |                                    |                                    |   |  |  |  |
| <b>8</b>  |                                    |                                    |                                    |                                    |   |  |  |  |
| <b>9</b>  |                                    |                                    |                                    |                                    |   |  |  |  |
| <b>10</b> |                                    |                                    |                                    |                                    |   |  |  |  |
| <b>11</b> |                                    |                                    |                                    |                                    |   |  |  |  |
| <b>12</b> |                                    |                                    |                                    |                                    |   |  |  |  |

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

| Name of Academic Intervention Services (AIS)         | Description   |
|--|---|
| ELA  | Our Title I teacher provides The Wilson Foundations program in small groups and 1:1 settings during the school day. Our reading specialists host small group and individual instruction using Great Leaps and modified Reading Recovery practices during the school day. Our Saturday Academy targets ELL students using language enhancement programs for 8-10 weeks in the fall and spring. |
| Mathematics  | Our math teacher services students in small group settings in order to reinforce and strengthen their mathematics abilities in the areas of problem solving, calculation and comprehension. She services various groups of grade one students throughout the school day.  |
| Science  | N/A   |
| Social Studies                                       | N/A   |
| At-risk Services provided by the Guidance Counselor  | Our guidance counselor provides counseling and support to non mandated students in group and individual settings throughout the school day.   |
| At-risk Services provided by the School Psychologist | Our school psychologist provides parents of at risk students with information about community based organizations and resources which assist families in crisis.  |
| At-risk Services provided by the Social Worker       | Our social worker services at risk students and their families experiencing social/emotional problems which impact on academic achievement. She provides services in small group and 1:1 settings.  |

|  |  |
|--|--|
| <b>At-risk Health-related Services</b> | <b>Our school nurse provides medical attention to students who have medical issues and provides assistance to families in obtaining the proper documentation from doctors.</b> |
|--|--|

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING  
THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

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**PARENT INVOLVEMENT POLICY (PIP) TEMPLATE**

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

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

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

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

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

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

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

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

### ***SCHOOL-PARENT COMPACT***

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

#### **I. School Responsibilities**

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

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

*Support home-school relationships and improve communication by:*

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;

- convening an Annual Title I Parent Meeting prior to December 1<sup>st</sup> of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

## **II. Parent/Guardian Responsibilities:**

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;

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

### **III. Student Responsibilities:**

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
2011-12**

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 into the submission form. For additional information, hold your cursor over the [?](#).

## Part I: School ELL Profile

### A. School Information [?](#)

|                               |                    |                         |                          |
|-------------------------------|--------------------|-------------------------|--------------------------|
| Cluster Leader/Network Leader | District <b>22</b> | Borough <b>Brooklyn</b> | School Number <b>326</b> |
| School Name <b>PS 326</b>     |                    |                         |                          |

### B. Language Allocation Policy Team Composition [?](#)

|   |  |
|---|--|
| Principal <b>Colleen M. Ducey</b>                       | Assistant Principal <b>None</b>            |
| Coach <b>Melissa Fontanelli</b>                         | Coach <b>Not Applicable</b>                |
| ESL Teacher <b>Galina Aleksandrovich</b>                | Guidance Counselor <b>Sarah Corvoisier</b> |
| Teacher/Subject Area <b>Emma Nagel</b>                  | Parent <b>Bonita Hamilton Smith</b>        |
| Teacher/Subject Area <b>Jennifer DeLuca</b>             | Parent Coordinator <b>Melida Foster</b>    |
| Related Service Provider <b>Rebecca Guttman-Ehrlich</b> | Other <b>Not Applicable</b>                |
| Network Leader <b>Wendy Karp</b>                        | Other <b>Not Applicable</b>                |

### C. Teacher Qualifications [?](#)

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

|  |          |  |          |  |          |
|--|----------|--|----------|--|----------|
| Number of certified ESL teachers   | <b>1</b> | Number of certified bilingual teachers   | <b>0</b> | Number of certified NLA/foreign language teachers              | <b>0</b> |
| Number of content area teachers with bilingual extensions                    | <b>0</b> | Number of special education teachers with bilingual extensions   | <b>0</b> | Number of teachers of ELLs without ESL/bilingual certification | <b>0</b> |
| Number of teachers who hold both a bilingual extension and ESL certification | <b>0</b> | Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification | <b>1</b> |  |          |

### D. School Demographics

|                                    |            |                      |           |   |               |
|------------------------------------|------------|----------------------|-----------|---|---------------|
| Total number of students in school | <b>178</b> | Total Number of ELLs | <b>49</b> | ELLs as share of total student population (%) | <b>27.53%</b> |
|------------------------------------|------------|----------------------|-----------|---|---------------|

## 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. 

1. 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 trained pedagogues (ie. ESL teachers and bilingual teachers), trained in student intake procedures conduct an informal interview to determine the families preferred language of communication. Our ESL teacher, Galina Aleksandrovich, provides an initial screening and administers The Home Language Survey in the families' native language and English. 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, either Galina Aleksandrovich or Emma Nagel. All students identified as ELLs will be closely monitored during the school year using formative and summative assessments and also be assessed through the NYSESLAT in the spring to determine continuing ELL status. Spanish speaking ELL students are administered the Spanish LAB during the same testing period that LAB-R was administered, in order to determine language dominance. The Spanish LAB is administered by a Spanish speaking pedagogue. If no Spanish speaking pedagogue is on staff, we enlist the assistance of neighboring schools and/or our network team to administer the Spanish LAB.

2. Parents of ELL students are invited into the school for an orientation within 10 days of admission, that takes place before, during or after the school day 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. Assistance is provided to ensure that parents understand the selection process and are able to select their preference. Parents complete the entitlement letters that they receive at the parent orientation and these program selection forms are kept on file at the school. Parent Orientations are facilitated by our licensed ESL teacher, Galina Aleksandrovich, our Guidance Counselor, Sara Corvoisier and our Parent Coordinator, Melida Foster.

3. In the event that a parent not come to the orientation, forms are sent home in the child's bookbag and a phone call from the ELL teacher and parent coordinator is made until the forms are returned. In the event that a parent requests a program or we obtain enough students to form a bilingual class, we will assist the families in this capacity. Orientations are offered on an ongoing basis throughout the year, as new ELLs enroll.

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 services based on their language proficiency. After reviewing the parent survey and program selection forms for the past few years, the trend is that parents of ELLs choice letters predominately indicates a preference for their children to receive ESL services either through an ESL push in program or in a self contained ESL class.

5. After reviewing the parent selection forms over the past three years, the data shows that in 2008, 14 parents selected ESL, 5 parents selected TBE, 0 parents selected Dual Language and 22 parents did not return the form. In 2009, 19 parents selected ESL, 3 parents selected TBE, 1 parent selected Dual Lanuguage and 2 parents did not make a choice or return the survey. In 2010, 40 parents selected

ESL, 5 parents selected TBE, 2 parents selected Dual Language and 2 parents did not make any choice or return the survey.

6. PS 326 provides a freestanding ESL program, aligned to Parent choice. Of our 49 ELLs, the following data was obtained:

| Lang  | Total | 1st | Kin | ESL | TBE | Dual | No Choice |
|-------|-------|-----|-----|-----|-----|------|-----------|
| HA    | 19    | 11  | 8   | 16  | 1   | 1    | 1         |
| UD    | 11    | 5   | 6   | 10  | 0   | 0    | 1         |
| BG    | 2     | 2   | 0   | 2   | 0   | 0    | 0         |
| SP    | 8     | 6   | 2   | 4   | 4   | 0    | 0         |
| AR    | 8     | 6   | 2   | 7   | 0   | 0    | 1         |
| RU    | 1     | 1   | 0   | 1   | 0   | 0    | 0         |
| Total | 49    | 31  | 18  | 40  | 5   | 1    | 3         |

## 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\*

This school offers (check all that apply):

|  |      |     |                               |
|--|------|-----|-------------------------------|
| Transitional bilingual education program | Yes* | No* | If yes, indicate language(s): |
| Dual language program                    | Yes* | No* | If yes, indicate language(s): |

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

| ELL Program Breakdown  |    |    |   |   |   |   |   |   |   |   |    |    |    |         |
|--|----|----|---|---|---|---|---|---|---|---|----|----|----|---------|
|  | K  | 1  | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Total # |
| <b>Transitional Bilingual Education</b><br>(60%:40% → 50%:50% → 75%:25%) | 0  | 0  | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 0       |
| <b>Dual Language</b><br>(50%:50%)  | 0  | 0  | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 0       |
| <b>Freestanding ESL</b>  |    |    |   |   |   |   |   |   |   |   |    |    |    |         |
| <b>Self-Contained</b>  | 0  | 0  | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 0       |
| <b>Push-In</b>   | 19 | 30 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 49      |
| <b>Total</b>   | 19 | 30 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 49      |

### B. ELL Years of Service and Programs

| Number of ELLs by Subgroups |    |  |    |                               |   |
|-----------------------------|----|--|----|-------------------------------|---|
| All ELLs                    | 49 | Newcomers (ELLs receiving service 0-3 years) | 49 | Special Education             | 1 |
| 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               | 49               | 0    | 1                 | 0                | 0    | 0                 | 0                                  | 0    | 0                 | 49    |
| Total             | 49               | 0    | 1                 | 0                | 0    | 0                 | 0                                  | 0    | 0                 | 49    |

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  |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Chinese  |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Russian  |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Bengali  |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Urdu   |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Arabic   |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Haitian  |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| French   |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Korean   |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Punjabi  |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Polish   |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Albanian                                       |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Yiddish  |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Other  |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| <b>TOTAL</b>                                   | <b>0</b> |

| 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 | EP | EL    | EP |
| Spanish  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  |    |    |    |    |    |    |    |    |    | 0     | 0  |
| Chinese  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | 0     | 0  |
| Russian  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | 0     | 0  |
| Korean   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | 0     | 0  |
| Haitian  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | 0     | 0  |
| French   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | 0     | 0  |
| Other  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | 0     | 0  |

**Dual Language (ELLs/EPs)  
K-8**

**Number of ELLs by Grade in Each Language Group**

|              | K       |    | 1       |    | 2       |    | 3       |    | 4       |    | 5       |    | 6       |    | 7       |    | 8       |    | TOTAL   |    |
|--------------|---------|----|---------|----|---------|----|---------|----|---------|----|---------|----|---------|----|---------|----|---------|----|---------|----|
|              | EL<br>L | EP |
| <b>TOTAL</b> | 0       | 0  | 0       | 0  | 0       | 0  | 0       | 0  | 0       | 0  | 0       | 0  | 0       | 0  | 0       | 0  | 0       | 0  | 0       | 0  |

**Dual Language (ELLs/EPs)  
9-12**

**Number of ELLs by Grade in Each Language Group**

|              | 9   |    | 10  |    | 11  |    | 12  |    | TOTAL |    |
|--------------|-----|----|-----|----|-----|----|-----|----|-------|----|
|              | ELL | EP | ELL | EP | ELL | EP | ELL | EP | ELL   | EP |
| Spanish      |     |    |     |    |     |    |     |    | 0     | 0  |
| Chinese      |     |    |     |    |     |    |     |    | 0     | 0  |
| Russian      |     |    |     |    |     |    |     |    | 0     | 0  |
| Korean       |     |    |     |    |     |    |     |    | 0     | 0  |
| Haitian      |     |    |     |    |     |    |     |    | 0     | 0  |
| French       |     |    |     |    |     |    |     |    | 0     | 0  |
| Other        |     |    |     |    |     |    |     |    | 0     | 0  |
| <b>TOTAL</b> | 0   | 0  | 0   | 0  | 0   | 0  | 0   | 0  | 0     | 0  |

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages): 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  | 6  |   |   |   |   |   |   |   |   |    |    |    | 8     |
| Chinese      | 0  | 0  |   |   |   |   |   |   |   |   |    |    |    | 0     |
| Russian      | 0  | 0  |   |   |   |   |   |   |   |   |    |    |    | 0     |
| Bengali      | 0  | 2  |   |   |   |   |   |   |   |   |    |    |    | 2     |
| Urdu         | 6  | 5  |   |   |   |   |   |   |   |   |    |    |    | 11    |
| Arabic       | 2  | 6  |   |   |   |   |   |   |   |   |    |    |    | 8     |
| Haitian      | 9  | 11 |   |   |   |   |   |   |   |   |    |    |    | 20    |
| French       | 0  | 0  |   |   |   |   |   |   |   |   |    |    |    | 0     |
| Korean       | 0  | 0  |   |   |   |   |   |   |   |   |    |    |    | 0     |
| Punjabi      | 0  | 0  |   |   |   |   |   |   |   |   |    |    |    | 0     |
| Polish       | 0  | 0  |   |   |   |   |   |   |   |   |    |    |    | 0     |
| Albanian     | 0  | 0  |   |   |   |   |   |   |   |   |    |    |    | 0     |
| Other        | 0  | 0  |   |   |   |   |   |   |   |   |    |    |    | 0     |
| <b>TOTAL</b> | 19 | 30 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 49    |

# 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 ensure that ELLs are appropriately evaluated in their native languages?
5. 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).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

1.P.S. 326 provides a small school setting that offers a more personal cooperative environment for students, staff and parents. Students are homogeneously grouped and 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.

2. &3. We will continue to provide our free standing ESL program using the Push In and self contained models in compliance with Part 154 of the Comminssioner'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 providing 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.

4. &5 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 one ELL recieving special education services. Our special education ELL student is a grade one student in his second year of ESL service and we do not have any special education Kindergarten ELL students.

6. & 7.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

## A. Programming and Scheduling Information

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.

### Courses Taught in Languages Other than English ⓘ

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

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

| Class/Content Area   | Language(s) of Instruction |  | Class/Content Area | Language(s) of Instruction |
|----------------------|----------------------------|--|--------------------|----------------------------|
| Native Language Arts | Not Applicable             |  |                    |                            |
| Social Studies:      | Not Applicable             |  |                    |                            |
| Math:                | Not Applicable             |  |                    |                            |
| Science:             | Not Applicable             |  |                    |                            |
|                      |                            |  |                    |                            |
|                      |                            |  |                    |                            |
|                      |                            |  |                    |                            |
|                      |                            |  |                    |                            |

### 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 |
| <b>FOR TBE /DL PROGRAMS:</b><br>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 |
| <b>FOR TBE /DL PROGRAMS:</b><br>Native Language Arts              | 45 minutes per day   | 45 minutes per day   | 45 minutes per day   |

### Native Language Usage and Supports

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

| Native Language Usage/Support | Transitional Bilingual Education (TBE) |
|-------------------------------|--|
| 100%                          | Page 55                                |
| 75%                           |  |
| 50%                           |  |

## B. Programming and Scheduling Information--Continued

8. 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.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. What language electives are offered to ELLs?

8. 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 responses and writing samples are collected will be assessed periodically to ensure each students' 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 push in 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.

9. In the event that a student reaches proficiency on the NYSESLAT, the AIS teacher will push into the class and provide the student/s with continuing support in reading, math or content area. These students will also be invited to attend our Title III Saturday Academy. We will continue to support ELL students and their families with the programs outlined in our Title III plan. We also use The Awards Reading program which is a software program that assists ELL students in language development and comprehension. All ELL students have access to laptops and software including the online programs purchased called "RAZ KIDS" and "Starfall.com".

10. Our Instructional Leadership Team is considering a new Math Program for all students. We continue to examine research based programs that would be appropriate for the needs of our students, including ELLs. We will continue to provide our ELLs an opportunity to attend our Title III Saturday Family Academy during the 2011-2012 school year.

11. We will not be discontinuing any programs or services.

12. All students are PS 326, including ELLs, have equal access to all programs. Participation in AIS and Extended Day is based on the needs of the students, regardless of ELL status. We do not offer any after school programs for any students. ELLs are invited to attend our Title III Saturday Academy.

13. Instructional materials to support ELLs include: Wilson Foundations, Phonemic Awareness Program, Reading Recovery, alternate text sets, books on tape, puzzles, picture dictionaries. Technology includes software programs that build academic vocabulary and comprehension, i.e., RAZ KIDS and Starfall.

## B. Programming and Scheduling Information--Continued

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14. Native Language Support is delivered through bilingual dictionaries, bilingual staff and NYC DoE translation services.

15. All required services, supports and resources are age and grade appropriate to our Early Childhood population.

## B. Programming and Scheduling Information--Continued

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14. Native Language Support is delivered through bilingual dictionaries, bilingual staff and NYC DoE translation services.

15. All required services, supports and resources are age and grade appropriate to our Early Childhood population.

## 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?

1. 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 Coordinator provides a parent survey requesting the parents record their needs or ideas for additional support. Based on results of these surveys our parent outreach includes: 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 members. 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.

2. PS 326 does not, at this time, partner with any outside agencies or CBOs.

3. The needs of our parents are evaluated by the parent survey, conversations and feedback at meetings, organized and coordinated by our Parent Coordinator.

4. Our parental involvement activities are designed to support families in helping their children achieve academic success. Surveys indicated that parents wanted additional strategies in curriculum areas, and therefore we have workshops on ELA and Math, Title III Academy for Families, Family Reading and Math nights.

## 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)?

Does not apply since we do not have a dual language program.

## 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.

1. 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 6th 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 will provide 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 2012. 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. In addition, our staff participates in ESL workshops provided by our Network liaison.

2. PS 326 is a Pre-K - 1 school. Our students transition to our sister school in 2<sup>nd</sup> grade. Our Guidance Counselor and Parent Coordinator work closely with all 1<sup>st</sup> Grade families and teachers to answer any questions and ensure a smooth transition. Additionally, all parents are invited each spring to an open house at the sister school.

3. Our professional development in ESL methodology for non-ELL teachers includes 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.

## **D. Professional Development and Support for School Staff**

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3. Our teachers receive training in ESL methodologies from our ESL teacher and our ELL network support specialist in order to meet the 87.5 hours of ELL training for all staff as per Jose P. These records of PD trainings are kept on file at our school. In addition, our staff participates in ESL workshops offered by our Network and the Office of English Language Learners.

## **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?

1. 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 Coordinator provides a parent survey requesting the parents record their needs or ideas for additional support. Based on results of these surveys our parent outreach includes: 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 members. 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.

2. PS 326 does not, at this time, partner with any outside agencies or CBOs.

3. The needs of our parents are evaluated by the parent survey, conversations and feedback at meetings, organized and coordinated by our Parent Coordinator.

4. Our parental involvement activities are designed to support families in helping their children achieve academic success. Surveys indicated that parents wanted additional strategies in curriculum areas, and therefore we have workshops on ELA and Math, Title III Academy for Families, Family Reading and Math nights.

# **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 | 18 |   |   |   |   |   |   |   |   |    |    |    | 34    |
| Intermediate(I)   | 2  | 13 |   |   |   |   |   |   |   |   |    |    |    | 15    |
| Advanced (A)  | 0  | 0  |   |   |   |   |   |   |   |   |    |    |    | 0     |
| Total   | 18 | 31 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 49    |

| NYSESLAT Modality Analysis |                   |    |    |   |   |   |   |   |   |   |   |    |    |    |
|----------------------------|-------------------|----|----|---|---|---|---|---|---|---|---|----|----|----|
| Modality Aggregate         | Proficiency Level | K  | 1  | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| LISTENING /SPEAKING        | B                 | 2  | 3  |   |   |   |   |   |   |   |   |    |    |    |
|                            | I                 | 2  | 1  |   |   |   |   |   |   |   |   |    |    |    |
|                            | A                 | 12 | 6  |   |   |   |   |   |   |   |   |    |    |    |
|                            | P                 | 2  | 21 |   |   |   |   |   |   |   |   |    |    |    |
| READING/ WRITING           | B                 | 7  | 5  |   |   |   |   |   |   |   |   |    |    |    |
|                            | I                 | 6  | 2  |   |   |   |   |   |   |   |   |    |    |    |
|                            | A                 | 4  | 7  |   |   |   |   |   |   |   |   |    |    |    |
|                            | P                 | 1  | 17 |   |   |   |   |   |   |   |   |    |    |    |

| NYS ELA |         |         |         |         |       |
|---------|---------|---------|---------|---------|-------|
| Grade   | Level 1 | Level 2 | Level 3 | Level 4 | Total |
| 3       |         |         |         |         | 0     |

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

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

1. PS 326 is an Early Childhood Center. We assess the early literacy skills of all students, including ELLs, through Fountas and Pinnell, Rigby Benchmarks, E-CLAS-2, Terra Nova pre and post, as well as looking at student work (writing samples). ELLs are also assessed through LAB-R and NYSESLAT. Data gleaned from these assessments shows that many incoming students need additional support in all four modalities - listening, speaking, reading and writing. Beginning ELL students, entering Kindergarten for the first time, are tested using the One Word Picture Vocabulary Test (OWPVT). Students are tested both expressively and receptively and traditionally have scored approximately, 1 year below their chronological age when testing receptive language skills and two years below their chronological age when testing expressive language skills. Therefore, explicit language instruction, with a focus on academic and social vocabulary, as well

### 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

| NYS Math                  |         |    |         |    |         |    |         |    |       |
|---------------------------|---------|----|---------|----|---------|----|---------|----|-------|
| Grade                     | Level 1 |    | Level 2 |    | Level 3 |    | Level 4 |    | Total |
|                           | English | NL | English | NL | English | NL | English | NL |       |
| 3                         |         |    |         |    |         |    |         |    | 0     |
| 4                         |         |    |         |    |         |    |         |    | 0     |
| 5                         |         |    |         |    |         |    |         |    | 0     |
| 6                         |         |    |         |    |         |    |         |    | 0     |
| 7                         |         |    |         |    |         |    |         |    | 0     |
| 8                         |         |    |         |    |         |    |         |    | 0     |
| NYSAA Bilingual<br>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<br>Bilingual<br>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       |                            |                 |                             |                 |
| Integrated Algebra          |                            |                 |                             |                 |
| Geometry                    |                            |                 |                             |                 |
| Algebra 2/Trigonometry      |                            |                 |                             |                 |
| Math                        |                            |                 |                             |                 |
| Biology                     |                            |                 |                             |                 |
| Chemistry                   |                            |                 |                             |                 |
| Earth Science               |                            |                 |                             |                 |
| Living Environment          |                            |                 |                             |                 |
| Physics                     |                            |                 |                             |                 |
| Global History and          |                            |                 |                             |                 |

### New York State Regents Exam

|                           | Number of ELLs Taking Test |                 | Number of ELLs Passing Test |                 |
|---------------------------|----------------------------|-----------------|-----------------------------|-----------------|
|                           | English                    | Native Language | English                     | Native Language |
| Geography                 |                            |                 |                             |                 |
| US History and Government |                            |                 |                             |                 |
| Foreign Language          |                            |                 |                             |                 |
| Other                     |                            |                 |                             |                 |
| Other                     |                            |                 |                             |                 |
| NYSAA ELA                 |                            |                 |                             |                 |
| NYSAA Mathematics         |                            |                 |                             |                 |
| NYSAA Social Studies      |                            |                 |                             |                 |
| NYSAA Science             |                            |                 |                             |                 |

### Native Language Tests

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

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

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2. Our data shows that newly admitted ELLs and children who are the oldest in their families, are usually at the Beginning level across all modalities. Students who have siblings in school or have attended pre-K programs, usually score in the intermediate or advanced levels in all modalities.

3. Our instructional programs are all formed based on student needs/data. Students are grouped homogeneously, according to proficiency levels in reading, writing, speaking and listening. Award Reading is a self paced computer program that provides targeted instruction for each student.

4. PS 326 is an Early Childhood Center, grades Pre-K to 1. Therefore, our students do not take standardized NYS exams. All early

## Additional Information

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Paste additional information here

## Part VI: LAP Assurances

**School Name:** PS 326

**School DBN:** 22K326

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

| Name (PRINT)          | Title                | Signature | Date (mm/dd/yy) |
|-----------------------|----------------------|-----------|-----------------|
| Colleen M. Ducey      | Principal            |           | 10/26/11        |
| Not Applicable        | Assistant Principal  |           | 1/1/01          |
| Melida Foster         | Parent Coordinator   |           | 10/26/11        |
| Galina Aleksandrovich | ESL Teacher          |           | 10/26/11        |
| Bonita Hamilton Smith | Parent               |           | 10/26/11        |
| Emma Nagel            | Teacher/Subject Area |           | 10/26/11        |
| Jennifer DeLuca       | Teacher/Subject Area |           | 10/26/11        |
| Melissa Fontanelli    | Coach                |           | 10/26/11        |
| Not Applicable        | Coach                |           | 1/1/01          |
| Sarah Corvoisier      | Guidance Counselor   |           | 10/26/11        |
|                       | Network Leader       |           | 10/26/11        |
|                       | Other                |           | 1/1/01          |

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

*Requirement under Chancellor's Regulations – for all schools*

**DBN:** 22K326

**School Name:** P.S. 326

**Cluster:** CFN 605

**Network:** Wendy Karp

**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**

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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 P.S. 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 student's blue emergency card, cumulative records and ATS for future reference.

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.

## 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.

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.

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>.

## 2011-12 Comprehensive Education Plan (CEP): Appendix 8

### Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

| Part A: School Information  |                 |
|---|-----------------|
| Name of School:   | DBN:            |
| Cluster Leader:   | Network Leader: |
| This school is (check one):   |                 |
| <input type="radio"/> conceptually consolidated (skip part E below)<br><input type="radio"/> NOT conceptually consolidated (must complete part E below) |                 |

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

**Part B: Direct Instruction Supplemental Program Information**

Describe the direct instruction supplemental program here and include the

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

Begin description here:

**Part C: Professional Development**

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

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

Begin description here:

**Part D: Parental Engagement Activities**

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

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

Begin description here:

**Part E: Budget**

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

Allocation Amount: \$

| Budget Category | Budgeted Amount | Explanation of expenditures in this category as it relates to the program narrative for this title. |
|-----------------|-----------------|---|
|-----------------|-----------------|---|

**Part E: Budget**

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

Allocation Amount: \$

| Budget Category   | Budgeted Amount | Explanation of expenditures in this category as it relates to the program narrative for this title. |
|---|-----------------|---|
| Professional salaries<br>(schools must account for fringe benefits) <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>                                       |                 |   |
| Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>   |                 |   |
| Supplies and materials <ul style="list-style-type: none"> <li>• Must be supplemental.</li> <li>• Additional curricula, instructional materials.</li> <li>• Must be clearly listed.</li> </ul> |                 |   |
| Educational Software<br>(Object Code 199)   |                 |   |
| Travel  |                 |   |
| Other   |                 |   |
| <b>TOTAL</b>  |                 |   |