



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: PS 326
DBN (i.e. 01M001): 22K326
Principal: COLLEEN M. DUCEY
Principal Email: CDUCEY@SCHOOLS.NYC.GOV
Superintendent: DR. RHONDA DAWN FARKAS
Network Leader: LISA GIGOUX

School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

| Name | Position and Constituent Group Represented | Signature |
|-------------------------|--|-----------|
| Colleen M. Ducey | *Principal or Designee | |
| Jennifer DeLuca | *UFT Chapter Leader or Designee | |
| Betty Henderson | *PA/PTA President or Designated Co-President | |
| Roseann Bove | 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 | |
| Jackie Hubschman | Member/ Chairperson | |
| Marie Pierre | Member/ Parent | |
| Shawnte Tate | Member/ Parent | |
| Shannon Smith | Member/ parent | |
| Teah Davis | Member/ Parent | |
| Rebecca Guttman Ehrlich | Member/ Teacher | |
| | Member/ | |

Signature of constituent only indicates participation in the development of the SCEP, not approval. **Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

All Reward, Recognition, In Good Standing and Local Assistance Plan (LAP) schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

Guidance for Developing and Completing the Annual Goals and Action Plan Section

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative 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 and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed

| | |
|--|--|
| | School Leadership Team Signature Page |
| | Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements) |
| | ▪ Annual Goal |
| | ▪ Comprehensive Needs Assessment |
| | ▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal |
| | ▪ Budget & Resource Alignment section (indicating all funding sources) |
| | Academic Intervention Services (AIS) |
| | Title I Plan (Only for schools receiving Title I funding) |
| | Parent Involvement Policy (PIP) |

Goal and Action Plan #1

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

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
 By June 2014, 65% of all grade one and two students will improve their literacy achievement by at least four Fountas and Pinnell Benchmark levels or 20 point growth between pre and post ReadyGen assessments

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.
 PS 326's data sources show that we need to continue to implement the new Core Curriculum standards and learn to align these standards with our teaching program. Teachers will continue to plan more rigorous activities and continue to align assessments to help increase their students' performance on high level literacy tasks.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

- A. Strategies/activities that encompass the needs of identified subgroups**
- All students will be grouped by need or guided reading level for lessons. Differentiation of instruction is reflected in teacher's plan books as well as workboards in the classroom. Guided reading and small group instruction will be provided on a daily basis. Teachers use the RTI model and group students according to need. The ELL pushes in to the classroom to supports ELLs in their homeroom class. AIS providers also push in to support student' learning.
- B. Key personnel and other resources used to implement each strategy/activity**
- All classroom teachers, out of classroom providers and all support staff
- C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
- Targets are evaluated every six weeks to determine if AIS or extra support services are effective and still needed by students. Benchmark activities reflect the benchmark data and is analyzed to determine efficiency and progress by each student.
- D. Timeline for implementation and completion including start and end dates**
- September 2013-June 2014
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
- The students' primary teacher will be responsible for providing ELA instruction on a daily basis. All out of classroom services providers will push in or pull out students based on needs. Schedules are shared with all staff members and are aligned to the needs of the students.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).
 Ongoing workshops have been and continue to be provided to our parent community on the Common Core literacy standards for the Early Childhood grades. Workshops will also focus on helping parents understand the new ELA program of ReadyGen and the corresponding city and state assessments. Parents have been made aware of the expectations for student performance and have been engaged in assisting their children with CCLS literacy assignments. Parents will be invited our Saturday Title III workshops that focus on how to help their child at home in the same way that we assist them at school.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

| | | | | | | | | | | | |
|----------|-----------------|----------|-----------------|--|------------------|----------|------------------|--|------------------|--|---------------|
| X | Tax Levy | X | Title IA | | Title IIA | X | Title III | | Set Aside | | Grants |
|----------|-----------------|----------|-----------------|--|------------------|----------|------------------|--|------------------|--|---------------|

List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #2

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 2014, 65% of all grade one and grade two students will improve their mathematics achievement by a 20 point growth between pre and post Go Math or Discovery

Math assessments.

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.

PS 326's data sources show that we need to continue to implement the new Core Curriculum standards and learn to align these standards with our teaching program. Teachers will continue to plan more rigorous activities and continue to align assessments to help increase their students' performance on high level math tasks

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. All students will be grouped by need during math lessons. Differentiation of instruction is reflected in teacher's plan books as well as workboards in the classroom. Math min lessons and small group instruction will be provided on a daily basis. Teachers use the RTI model and group students according to need. The ELL teacher pushes in to the classroom to supports ELLs in their homeroom class. AIS providers also push in to support student' learning.

B. Key personnel and other resources used to implement each strategy/activity

1. All classroom teachers, out of classroom providers and all support staff

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Targets are evaluated every six weeks to determine if AIS or extra support services are effective and still needed by students. Benchmark activities reflect the benchmark data and is analyzed to determine efficiency and progress by each student

D. Timeline for implementation and completion including start and end dates

1. September 2013-June 2014

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. The students' primary teacher will be responsible for providing math instruction on a daily basis. All out of classroom services providers will push in or pull out students based on needs. Schedules are shared with all staff members and are aligned to the needs of the students.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Ongoing workshops have been and continue to be provided to our parent community on the Common Core mathematics standards for the Early Childhood grades. Workshops will also focus on helping parents understand the new math program of Go Math! and the corresponding city and state assessments. Parents have been made aware of the expectations for student performance and have been engaged in assisting their children with CCLS mathematics assignments. Parents will be invited to our Saturday Title III workshops that focus on how to help their child at home in the same way that we assist them at school.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

| | | | | | | | | | | | |
|----------|-----------------|----------|-----------------|--|------------------|----------|------------------|--|------------------|--|---------------|
| X | Tax Levy | X | Title IA | | Title IIA | X | Title III | | Set Aside | | Grants |
|----------|-----------------|----------|-----------------|--|------------------|----------|------------------|--|------------------|--|---------------|

List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #3

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 2014, 65% of all kindergarten, grade one and grade two students will meet or exceed the grade wide projected targets set by the DOE for the Early Childhood grades.

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.

Teachers need to become more familiar with the NYC Performance Task and plan more rigorous instruction to reflect college and career readiness standards. We will continue to align instruction with assessments to help increase our students' writing performance.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Ongoing professional development has been and continues to be provided to our staff by network support professionals on implementing complex and rigorous tasks in reading and in responses in writing. Professional development also focuses on exemplars of student work as well as the complexity of activities included in the task. Professional development also includes aligning instruction with performance task rubrics and content.

B. Key personnel and other resources used to implement each strategy/activity

1. All classroom teachers, out of classroom service providers and support staff.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. The DOE has examined our baseline data and set measurable targets for each student to achieve based on the DOE writing rubric for Early Childhood grades. In order to meet these end of year targets, we will administer two benchmark assessments, one in the Fall and one in the Spring that will prepare students for post NYC Performance Task writing.

D. Timeline for implementation and completion including start and end dates

1. September 2013-June 2014

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Professional development needed to train teachers in administering the NYC Performance Task. Grade meetings were conducted to familiarize teachers with grade the instructional targets set by the DOE. Materials were purchased to assist teachers in planning and implementing lessons that reflect nonfiction content and expository writing. Professional development was also provided to help teachers learn about the rubric and practice scoring exemplars.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Parents have been invited to attend workshops focusing on the New York City Performance tasks. Parents have been orientated to the expectations and rubric targets identified for their child. Parents have access to our lending library which consists of a myriad of materials that increase parent engagement and improve our students' literacy and writing skills.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

| X | Tax Levy | X | Title IA | | Title IIA | X | Title III | | Set Aside | | Grants |
|---|----------|---|----------|--|-----------|---|-----------|--|-----------|--|--------|
|---|----------|---|----------|--|-----------|---|-----------|--|-----------|--|--------|

List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #4

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 2014, 80% of all teachers will receive classroom visits, observations, actionable feedback, coaching, and professional development aligned to Danielson's Framework for Teaching, Common Core and other content standards designed to actively support teacher growth.

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.

As a dedicated staff we are always striving to improve our practice. We constantly reflect on our teaching methodology and curriculum and value feedback provided by colleagues and supervisors. Based on data collected from observations conducted during the 2012-2013 school year, it was noted that there is a need to align professional development to classroom practice. We will also strive to differentiate our professional development to meet the various needs of our teachers.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

- Administrators will Meet with teachers during the Initial Planning conference stage and teachers will select their preference for observations. A schedule of observations will be created and teachers will be invited to participate in pre and post observation conferences. Data from the observations will be entered into the Advance system and teachers will receive actionable feedback. Professional development opportunities will be provided to teachers based on the data collected during the observation. Future observations and coaching will focus on improving the areas in which teachers need assistance.
- B. Key personnel and other resources used to implement each strategy/activity**
- All K-2 classroom teachers, administrators and cluster and ELL teachers.
- C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
- Targets include the cycle of observation and conferences that result in actionable feedback. Artifacts presented by teachers for evaluation will also be used to evaluate their professional growth.
- D. Timeline for implementation and completion including start and end dates**
- September 2013 to June 2014
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
- Resources include the talent coach who will work with school leaders to norm their evaluation practice and support the use of the Advance system for data collection. Network achievement coach will also provide support to the administrators and the teachers in improving our practice.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Teachers provide oral and written feedback at least four times per year about their child's progress. We provide families with strategies that they can use at home to improve their child's achievement. These practices align to the Framework for Teaching domains one and four and provide a an opportunity for open communication between the parents and the school.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

| X | Tax Levy | X | Title IA | | Title IIA | X | Title III | | Set Aside | | Grants |
|--|----------|---|----------|--|-----------|---|-----------|--|-----------|--|--------|
| List any additional fund sources your school is using to support the instructional goal below. | | | | | | | | | | | |
| | | | | | | | | | | | |

Goal and Action Plan #5

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 school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
- A. Strategies/activities that encompass the needs of identified subgroups**
-
- B. Key personnel and other resources used to implement each strategy/activity**
-
- C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
-
- D. Timeline for implementation and completion including start and end dates**
-

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

| | Tax Levy | | Title IA | | Title IIA | | Title III | | Set Aside | | Grants |
|--|-----------------|--|-----------------|--|------------------|--|------------------|--|------------------|--|---------------|
| List any additional fund sources your school is using to support the instructional goal below. | | | | | | | | | | | |
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Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Description

| Type of Academic Intervention Service (AIS) | Type of Program or strategy (e.g. repeated readings, interactive writings, etc.) | Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.) | When the service is provided (e.g. during the school day, before or after school, etc.) |
|---|--|--|--|
| ELA | Our teachers provide an extra guided reading lesson to students in need. Conference are also conducted with students who need additional support with writing. | Guided reading lessons are given to students in small flexible groups. Writing conferences are held with students on a one to one basis. | Guided reading lessons are provided during the school day during the ELA block. Writing conferences take place during the regular school day during the ELA block. |
| Mathematics | Our teachers provide a re-teaching lesson to struggling students to strengthen their skills. | Re-teaching lesson are conducted in small groups or one to one. | Re-teaching lessons are provided during the school day. |
| Science | Not applicable | Not applicable | Not applicable |
| Social Studies | Not applicable | Not applicable | Not applicable |
| At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.) | Our guidance counselor will work with students on improving their behavior and social skills. | Our guidance counselor will meet with students individually or in small groups. | At risk services are provided to students during the regular school day. |

**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

- All elements of the *All Title I Schools* section must be completed*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

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|--|
| Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified. |
| All teachers at PS 326 are highly qualified. We maintain a high level of professionalism and teachers are dedicated to our students and school. When recruiting new staff members, PS 326 will form a hiring team and will investigate the credentials of all candidates. We ensure that the teacher we hire has completed all state and city requirements for certifications. |

High Quality and Ongoing Professional Development

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| Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS). |
| All staff members will participate in professional development sessions on Monday afternoons. Topics include looking at student work, shifting classroom practice to support students in meeting higher standards and questioning and discussion techniques. |

Coordination and Integration of Federal, State, and Local Services and Programs

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|--|
| Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <i>the intent and purpose</i> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.). |
| -Title I funds used to provide professional development to teachers on how to analyze data and set smart goals. -Title I funds used to host evening meetings for parents and staff members to align curriculum and student progress. -Families of ELL students are invited to participate in our Saturday Title III program which includes a parent and student component. -Title I funds used to support students in temporary housing |

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

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|---|
| Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.). |
| Parents are invited to an open house in the spring and are able to see and tour our facility as well as meet with staff members. Parent handbooks are distributed which inform families of the academic expectations of the grade the child will enter into in the fall. Parents of turning five students or students who attend CBO's for preschool are invited to participate in our open house events. |

Measures to Include Teachers in Decisions Regarding Assessments

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|--|
| Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction. |
| Based on our shared vision of how early childhood students learn best, we are to assess students in one to one, small group or whole class formative or summative assessments. We also will assess students' reading and writing abilities in a performance based one to one conference which provides instructional next steps and feedback to students. Monday professional development time is also used to look at student work. |

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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|---|
| Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, |
|---|

high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

Parent Involvement Policy (PIP) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in 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 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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
REQUIRED OF ALL SCHOOLS
MAY BE LAST YEARS BUT MUST BE UPDATED

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering 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
2013-14 TO 2014-15 SCHOOL YEARS**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the .

Part I: School ELL Profile

A. School Information

| | | |
|---------------------------|-------------------------|--------------------------|
| District 22 | Borough Brooklyn | School Number 326 |
| School Name PS 326 | | |

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

| | |
|---|--|
| Principal Colleen Ducey | Assistant Principal N/A |
| Coach Melissa Fontanelli | Coach type here |
| ESL Teacher Galina Aleksandrovich | Guidance Counselor Sarah Corvoisier |
| Teacher/Subject Area Emma Nage/KindergartenI | Parent Bonita Hamilton Smith |
| Teacher/Subject Area Jennifer DeLuca/AIS | Parent Coordinator Melida Foster |
| Related Service Provider Rebecca Guttman-Ehrlich | Other type here |
| Network Leader(Only if working with the LAP team) | Other type here |

C. Teacher Qualifications

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

| | | | | | |
|---|----------|--|----------|--|----------|
| Number of certified ESL teachers currently teaching in the ESL program. | 1 | Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program | 0 | Number of teachers who hold both content area and ESL certification | 0 |
| Number of certified bilingual teachers currently teaching in a bilingual program | 0 | Number of certified NLA/foreign language teachers | 0 | Number of teachers who hold both a bilingual extension and ESL certification | 0 |
| Number of certified ESL teachers <u>not</u> currently teaching in the ESL program | 0 | Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification | 1 | Number of special education teachers with bilingual extensions | 0 |

D. Student Demographics

| | | | | | |
|--|------------|----------------------|-----------|---|---------------|
| Total number of students in school (Excluding Pre-K) | 225 | Total number of ELLs | 42 | ELLs as share of total student population (%) | 18.67% |
|--|------------|----------------------|-----------|---|---------------|

Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

| ELL Program Breakdown | | | | | | | | | | | | | | |
|---|-----------|-----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|-----------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Total # |
| Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small> | | | | | | | | | | | | | | 0 |
| Dual Language <small>(50%:50%)</small> | | | | | | | | | | | | | | 0 |
| Freestanding ESL | | | | | | | | | | | | | | |
| SELECT ONE | 21 | 14 | 7 | | | | | | | | | | | 42 |
| SELECT ONE | | | | | | | | | | | | | | 0 |
| Total | 21 | 14 | 7 | 0 | 42 |

B. ELL Years of Service and Programs

| Number of ELLs by Subgroups | | | | | |
|-----------------------------|----|--|----|--------------------------------|---|
| All ELLs | 42 | Newcomers (ELLs receiving service 0-3 years) | 42 | ELL Students with Disabilities | 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 SWD. [?](#)

| ELLs by Subgroups | | |
|-------------------|------------------|------------------------------------|
| ELLs (0-3 years) | ELLs (4-6 years) | Long-Term ELLs (completed 6 years) |

| | All | SIFE | SWD | All | SIFE | SWD | All | SIFE | SWD | Total |
|---------------|-----|------|-----|-----|------|-----|-----|------|-----|-------|
| TBE | 0 | 0 | 0 | | | | | | | 0 |
| Dual Language | 0 | 0 | 0 | | | | | | | 0 |
| ESL | 42 | 0 | 1 | | | | | | | 42 |
| Total | 42 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 42 |

Number of ELLs who have an alternate placement paraprofessional:

C. Home Language Breakdown and ELL Programs

| Transitional Bilingual Education | | | | | | | | | | | | | | |
|--|---|---|---|---|---|---|---|---|---|---|----|----|----|-------|
| Number of ELLs by Grade in Each Language Group | | | | | | | | | | | | | | |
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
| SELECT ONE | | | | | | | | | | | | | | 0 |
| SELECT ONE | | | | | | | | | | | | | | 0 |
| SELECT ONE | | | | | | | | | | | | | | 0 |
| TOTAL | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

*EP=English proficient student

| Dual Language (ELLs/EPs*) | | | | | | | | | | | | | | | | | | | | |
|--|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|-------|----|
| K-8 | | | | | | | | | | | | | | | | | | | | |
| Number of ELLs by Grade in Each Language Group | | | | | | | | | | | | | | | | | | | | |
| | K | | 1 | | 2 | | 3 | | 4 | | 5 | | 6 | | 7 | | 8 | | TOTAL | |
| | EL | EP | EL | EP |
| SELECT ONE | | | | | | | | | | | | | | | | | | | 0 | 0 |
| SELECT ONE | | | | | | | | | | | | | | | | | | | 0 | 0 |
| SELECT ONE | | | | | | | | | | | | | | | | | | | 0 | 0 |
| TOTAL | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

| Dual Language (ELLs/EPs) | | | | | | | | | | |
|--|-----|----|-----|----|-----|----|-----|----|-------|----|
| 9-12 | | | | | | | | | | |
| Number of ELLs by Grade in Each Language Group | | | | | | | | | | |
| | 9 | | 10 | | 11 | | 12 | | TOTAL | |
| | ELL | EP | ELL | EP | ELL | EP | ELL | EP | ELL | EP |
| SELECT ONE | | | | | | | | | 0 | 0 |
| SELECT ONE | | | | | | | | | 0 | 0 |
| SELECT ONE | | | | | | | | | 0 | 0 |

**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 |
| TOTAL | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
|--------------|----|----|---|---|---|---|---|---|---|---|----|----|----|-------|
| Spanish | 10 | 6 | 2 | | | | | | | | | | | 18 |
| Chinese | | | | | | | | | | | | | | 0 |
| Russian | | | | | | | | | | | | | | 0 |
| Bengali | | | | | | | | | | | | | | 0 |
| Urdu | 4 | 4 | 4 | | | | | | | | | | | 12 |
| Arabic | 1 | | | | | | | | | | | | | 1 |
| Haitian | 5 | 4 | 1 | | | | | | | | | | | 10 |
| French | | | | | | | | | | | | | | 0 |
| Korean | | | | | | | | | | | | | | 0 |
| Punjabi | | | | | | | | | | | | | | 0 |
| Polish | 1 | | | | | | | | | | | | | 1 |
| Albanian | | | | | | | | | | | | | | 0 |
| Other | | | | | | | | | | | | | | 0 |
| TOTAL | 21 | 14 | 7 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 42 |

Part III: Assessment Analysis

Assessment Breakdown

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

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

| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
|-------------|----|---|---|---|---|---|---|---|---|---|----|----|----|-------|
| Beginner(B) | 17 | 6 | 0 | | | | | | | | | | | 23 |

| OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS) | | | | | | | | | | | | | | |
|---|----|----|---|---|---|---|---|---|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
| Intermediate(I) | 4 | 5 | 3 | | | | | | | | | | | 12 |
| Advanced (A) | 0 | 3 | 4 | | | | | | | | | | | 7 |
| Total | 21 | 14 | 7 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 42 |

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

| NYS ELA | | | | | |
|-----------------------|---------|---------|---------|---------|-------|
| Grade | Level 1 | Level 2 | Level 3 | Level 4 | Total |
| 3 | 0 | | | | 0 |
| 4 | | | | | 0 |
| 5 | | | | | 0 |
| 6 | | | | | 0 |
| 7 | | | | | 0 |
| 8 | | | | | 0 |
| NYSAA Bilingual (SWD) | | | | | 0 |

| NYS Math | | | | | | | | | |
|-----------------------|---------|----|---------|----|---------|----|---------|----|-------|
| Grade | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total |
| | English | NL | English | NL | English | NL | English | NL | |
| 3 | | | | | | | | | 0 |
| 4 | | | | | | | | | 0 |
| 5 | | | | | | | | | 0 |
| 6 | | | | | | | | | 0 |
| 7 | | | | | | | | | 0 |
| 8 | | | | | | | | | 0 |
| NYSAA Bilingual (SWD) | | | | | | | | | 0 |

| NYS Science | | | | | | | | | |
|-----------------------|---------|----|---------|----|---------|----|---------|----|-------|
| | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total |
| | English | NL | English | NL | English | NL | English | NL | |
| 4 | | | | | | | | | 0 |
| 8 | | | | | | | | | 0 |
| NYSAA Bilingual (SWD) | | | | | | | | | 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 Geography | | | | |
| US History and Foreign Language | | | | |
| Government | | | | |
| Other | | | | |
| Other | | | | |
| NYSAA ELA | | | | |
| NYSAA Mathematics | | | | |
| NYSAA Social Studies | | | | |
| NYSAA Science | | | | |

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

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
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 as grammar usage, is taught daily
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
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. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
NYSESLAT modality breakdown data on RMSR is not available as of November 2013, however, 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.
4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

P.S. 326 is an Early Childhood Center, grades Pre-K to 2. Therefore, our students do not take standardized NYS Exams. All early childhood assessments are conducted in English for all students. We do not participate in the ELL periodic assessments.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)
All students, including our ELLs, are assessed monthly in all core subject areas. This data is used to differentiate instruction and scaffold academic vocabulary to make content more accessible to ELLs and SWDs. As appropriate, based on this data, ELLs receive Tier II academic intervention services. All Tier II students are re-evaluated monthly for continuation or discontinuance of services.
6. How do you make sure that a child's second language development is considered in instructional decisions?
All teachers meet in teams, with the ESL teacher, to analyze student data, look at student work and make instructional decisions. As an early childhood center, we focus on language and vocabulary development, including picture scaffolds, TPR, sentence frames, etc. We also use picture dictionaries, bilingual dictionaries, and alternate text sets to meet the literacy needs of our ELLs.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?

P.S. 326 does not have a Dual Language Program.
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
We evaluate the success of our ELL programs by analyzing NYSESLAT data, Rigby Benchmarks, writing samples, science and social studies assessments and vocabulary assessments on a monthly basis. Our students are assessed, monitored and flexibly grouped on a daily basis by their classroom teacher and other service providers. Our School Leadership Team and parents are kept up to date on the progress of all students, including ELLs, at our monthly meetings and through bi-monthly family progress reports sent home in the families' native languages. Parents are kept up to date on their child's progress through bi-monthly progress reports which are sent home.

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).) P.S. 326 is an Early Childhood Center located in the Flatbush area of Brooklyn. When families come to register their child, 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. 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.
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 selection 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, with assistance from our Guidance Counselor, Sara Corvoisier and our Parent Coordinator, Melida Foster.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
In the event that a parent does 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 throught the year, as new ELLs enroll. Copies of the program selection forms are maintained in the ESL office. A record is kept of parents who select a dual language or bilingual program. In the event that 15 parents of students on two contiguous grades, who speak the same language, request such program, the program will be openend, as oer CR Part 154. The RLAT report, which lists NYSESLAT scores, is run annually, to identify students who continue to be entitled to ESL services. Entitlement letters are printed in English and the families native language,. and back packed home, to inform families of their child's continued entitlement. Copies of the letters are maintained in the ESL office.
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.
Results of the LAB-R and a description of the child's program are discussed with the family in their native language. Based on the results of the LAB-R, all mainstream ELL Kindergarten are placed in one of our 3 general education kindergarten classes. All ELL special needs, grade one and grade 2 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. Letters are sent home informing parents of the NYSESLAT and/or LABR results, which determine whether or not their child is eligible for ESL services. A record is kept of

parents who select a dual language or bilingual program. In the event that 15 parents of students on two contiguous grades, who speak the same language, request such program, the program will be opened, in accordance with CR Part 154. Parent selection is entered into the ELPC screen in ATS within 20 days of a student's admission.

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

To ensure that all ELLs are administered the NYSESLAT exam each year, we run the RLER report which identifies all students eligible to take the LABR and/or NYSESLAT. We use this report to cross reference pre-slugged NYSESLAT answer documents that are sent to the school. We also reference our admits and discharges to ensure that all students are properly assessed. Our ESL teacher, classroom teachers and out of classroom trained pedagogues participate in testing our ELLs. Records are maintained of student absences. Students are administered any missing subtests upon their return, during the NYSESLAT testing window.

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

After reviewing the Parent Survey and Program Selection forms for the past few years, the majority of our parents request a free standing ESL program. Of our current Kindergarten ELLs, 16 parents requested ESL, 1 parent requested dual language, 1 parent requested transitional bilingual. Three parents did not have a request, which defaults to a transitional bilingual program. Of our current first grade students, 11 parents requested ESL, 0 dual language, 0 bilingual and 3 no request. Of our current 2nd graders, 0 parents requested dual language, 1 requested bilingual and 6 requested ESL. Program selection forms are on file for all current 2nd graders. Our programs are aligned with parent requests.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

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. ESL is provided through a hybrid push in/pull out model across all grades.

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)?

We will continue to provide our free standing ESL program using the push in model in compliance with Part 154 of the Commissioner's Regulations. Beginner and intermediate students receive 360 minutes of ESL instruction per week, and advanced students receive 180 minutes of ESL instruction per week. Our free standing ESL program is appropriately and adequately staffed by a highly qualified ESL teacher who is fully licensed and certified.

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

All ELL students 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 in academic content areas, as well as language development, to inform instruction. All ESL instruction is delivered through Common Core aligned, content area instruction. S

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

We do not have a dual language or bilingual program. However, we do incorporate native language scaffolds into instruction. As appropriate, we employ bilingual staff and translation services for student evaluation.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

We assess all students, including our ELLs, on a monthly basis. We meet in teams to analyze assessments and look at student work. Our ESL teacher is a member of our vertical team. All teachers conference with their students on a weekly basis, which also serves to evaluate all four modalities of English acquisition.
6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6+ years).
 - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

Since PS 326 is a Pre-K to Second Grade 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 continue to support our former ELL students with the appropriate scaffolds. Former ELLs receive transitional and ongoing ESL support when appropriate and necessary for two years, utilizing ESL strategies including TPR, Balanced Literacy and the Natural Approach.

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

The ESL strategies 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 to read through explicit phonics instruction, by sounding out unfamiliar words and by daily exposure to literature and attention to comprehension. Our ELL program is aligned to grade level units of study. We encourage students to discuss their daily experiences, to improve their listening and speaking skills and increase vocabulary development. Children are exposed to all literary genres as well as content area instruction in

science and social studies. All materials ELL SWD focused and grade and age appropriate.

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

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. Our ESL teacher is familiar with the IEP goals of each special education student and collaborates with the classroom teacher to track progress and design appropriate instruction.

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 |
| FOR TBE /DL PROGRAMS: Native Language Arts | 45 minutes per day | 45 minutes per day | 45 minutes per day |

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

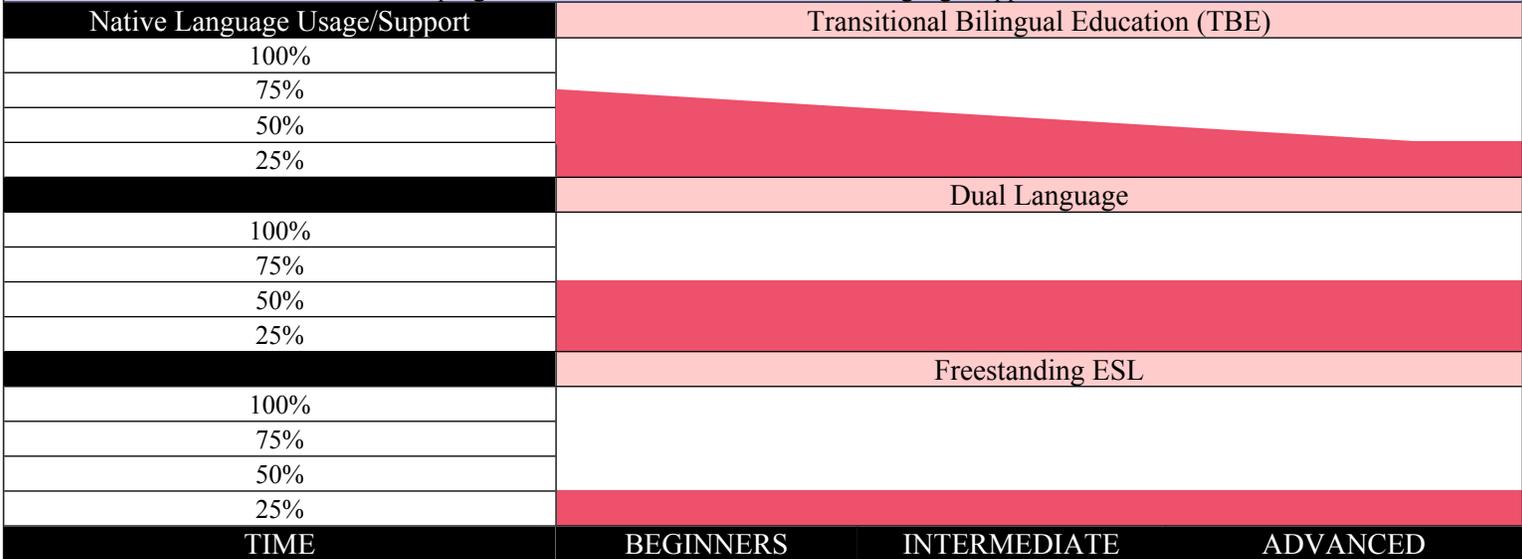
| | Beginning | Intermediate | Advanced |
|--|-----------|--------------|----------|
|--|-----------|--------------|----------|

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

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.

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.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

Our current program's effectiveness is measured by the number of ELL students that make progress on the NYSESLAT each May. In 2013, 73.1% of all students moved to the next language proficiency level. In addition, we monitor the progress of our ELLs through pre and post assessment in all units of study.

11. What new programs or improvements will be considered for the upcoming school year?

Our school is utilizing Reading Gen, supplemented with Reading Streets and Recipe for Reading Phonics Program, as we align our instruction with the Common Core Standards.

12. What programs/services for ELLs will be discontinued and why?

We are not planning to discontinue any programs at this time.

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

All students at P.S. 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 to any students. ELLs are invited to attend our Title III Saturday Academy.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

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.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

Native language support is delivered through bilingual dictionaries, bilingual staff and NYC DoE translation services.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

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

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

All newly admitted families, including ELLs, are invited to attend an Open House the spring prior to admission. Our Principal, teachers, Parent Coordinator and translators are available to meet and greet and provide information about school and community programs.

18. What language electives are offered to ELLs?

No language electives are offered to any student at PS 326.

19. For schools with dual language programs:

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

P.S. 326 does not have a dual language program.

C. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

1 and 2. 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 which are Common Core aligned 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.

3. PS 326 is a Pre-K - 2 school. Our students transition to our feeder school in 3rd grade. Our Guidance Counselor and Parent Coordinator work closely with all 2nd 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 feeder school.

4. 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 and 10 hours of ELL training for staff of Special Education students, 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.

D. Parental Involvement

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

1. 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.

E. Additional Information

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

School Name: _____

School DBN: 22K326

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

| Name (PRINT) | Title | Signature | Date (mm/dd/yy) |
|-----------------------|----------------------|-----------|-----------------|
| Colleen Ducey | Principal | | 10/7/13 |
| | Assistant Principal | | |
| Melida Foster | Parent Coordinator | | 10/7/13 |
| Galina Aleksandrovich | ESL Teacher | | 10/7/13 |
| Bonita Hamilton Smith | Parent | | 10/7/13 |
| Emma Nagel | Teacher/Subject Area | | 10/7/13 |
| Jennifer DeLuca | Teacher/Subject Area | | 10/7/13 |
| Melissa Fontanelli | Coach | | 10/7/13 |
| | Coach | | 1/1/01 |
| Sarah Corvoisier | Guidance Counselor | | 10/7/13 |
| | Network Leader | | 10/7/13 |
| | Other | | 1/1/01 |

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 22K326 School Name: PS 326

Cluster: 6 Network: CFN 605

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

Part A: Needs Assessment Findings

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

.We conducted our assessment of written translation and oral interpretation needs through our annual needs assessment survey and through School Leadership Team surveys, as well as informal interviews of parents and school staff. We also reviewed the preferred language of communication indicated by our parents on their child's home language survey form and emergency blue card. 18 families have requested Spanish translation, 11 have requested Urdu translation, 9 have requested Haitian Creole translation, 1 request for Arabic and one request for Polish translation.. We have inhouse translators who speak Spanish and Haitian Creole. Parents who require translation and interepretation in other languages, are provided services through the translation unit. This information has been shared with all staff members including classroom teachers, office staff and the Parent Coordinator.

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

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

Part B: Strategies and Activities

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

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

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

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

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

- making telephone calls to parents to obtain or provide specific information
- interpret at informal meetings between the family and the teacher
- interpret at formal meetings between the family and the teacher to explain specific procedures or student difficulties
- interpret during family workshops and the Saturday Academy for ELLs
- interpret at Parent Orientation meetings of newly arrived English Language Learners

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

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

2012-13 Comprehensive Education Plan (CEP)

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: PS 326 | DBN: 22K326 |
| Cluster Leader: Jose Ruiz | Network Leader: Wendy Karp |
| This school is (check one): <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below) | |

| Part B: Direct Instruction Supplemental Program Information |
|--|
| The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other: |
| Total # of ELLs to be served: 49 Grades to be served by this program (check all that apply): <input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 |
| Total # of teachers in this program: 3 # of certified ESL/Bilingual teachers: 1 # of content area teachers: 2 |

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:

The focus of our Title III instructional program at P.S. 326 will be based on the Common Core Literacy Standards and the Balanced Literacy approach which combines the best elements from phonics instruction and the whole language approach. Our supplemental Title III program will be conducted in English and will include unpacking the common core standards, using technology and focusing on phonics, vocabulary, fluency and word recognition. Academic intervention services will be provided for all students attending the Saturday Academy using the following programs: Wilson Foundations, Great Leaps and Recipe For Reading.

The Saturday Academy will take place on 12 Saturdays in January, February, March and April for ELL children and their families.

-On Saturdays, during the winter and spring, from 9-12 a.m. all students in kindergarten, grade one and grade two ELL programs will be invited to attend Saturday English Language workshops.

-There is a total of 49 ELL students consisting of 20 beginners on the kindergarten level, 15 grade one and 14 grade two students on the intermediate and advanced language proficiency levels.

-We will have four teachers working during this program. One teacher is a licensed ELL instructor and three teachers are certified in Early Childhood methodology. Each of the Early Childhood teachers will have a group of students and the ELL teacher will rotate into each class to provide scaffolding and support in the content areas. She will also ensure that the content and instruction is accessible for all students.

-The materials that will be purchased with Title III funds include: non-fiction texts to support the units of study in science/social studies, as well purchasing the supplementary AWARDS technology based language program. We will also purchase phonics manipulatives including alphabet cards, vocabulary activities and games.

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:

We began our professional development program on November 26, 2012 when Sheila Singer, our Achievement Coach from the network came to our school and presented a workshop entitled "Academic Language in the Content Area" in which all staff members participated.

Part C: Professional Development

The teachers of this workshop series will also participate in CFN 605's series on Common Core Based literacy and math study groups which are designed to support ELL instruction. These study groups will take place from January 7th to May 24th 2013.

In addition, teachers who are working this Saturday program will attend 2 two hour workshops at our school. These workshops will be given by our staff developer, Melissa Fontanelli and our ELL teacher, Emma Nagel on Thursday, January 17th and January 24th from 3-5 p.m. and the focus of these workshops will be "How to support the ELL student in the classroom." These workshops will help teachers plan appropriate lessons and coordinate instruction with classroom teachers. They will also focus on ways to improve language acquisition in young students. Teachers will become knowledgeable in using the Wilson program as well as Great Leaps and how to use data to match students' weaknesses with the appropriate remedial program. Teachers will also create materials and assessments that will ensure all students have an opportunity to improve their receptive and expressive language skills.

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:

In addition to the student component, our Saturday Academy includes a parent component. All families of our 49 ELL students are invited, using a translated invitation to join our bilingual staff members, Sara Corvoisier, Melida Foster and Emma Nagel for parent workshops.

-The sessions begin with a needs assessment survey used to identify the language proficiency level and specific needs of our ELL parent community. The data gleaned from these surveys is used to determine the topics and depth of our presentations.

- The first three workshops which will take place on from January 26th to February 9th, taught by Melida Foster, will take place simultaneously with the student component and will focus on topics such as: reading medicine labels, filling out job applications, following recipes and other survival skills. Parents will also invited to participate in workshops that promote home and school communication. These three workshops will take place from March 2nd to March 16 and be presented by Sara Corvoisier. They will specifically focus on: unpacking the CCLS, looking at the ELA and math standards and Citiwide Instructional Expectations for grades K-2. The final session will focus on how to support your child in content based learning that is consistent with the way the children learn at school.

Each week, the Parent Coordinator, our school guidance counselor and other bilingual staff members will assist in the translation of these workshops and provide assistance in getting involved in the child's education. Translation funds will also be used in addition to Title III funds to support the parents.

Part E: Budget

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

Allocation Amount: \$11200

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