

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):	22K326
School Name:	P.S. 326
Principal:	COLLEEN DUCEY

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: P.S. 326 School Number (DBN): 22K326
Grades Served: Pre-K, K, 1, 2 and SE
School Address: 1800 Utica Avenue, Brooklyn, NY 11234
Phone Number: 718-241-4828 Fax: 718-763-5567
School Contact Person: Colleen M. Ducey Email Address: cducey@schools.nyc.gov
Principal: Colleen M. Ducey
UFT Chapter Leader: Jennifer DeLuca
Parents' Association President: Leroy Anderson
SLT Chairperson: Jackie Hubschman
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Leroy Anderson
Student Representative(s): Not Applicable

District Information

District: 22 Superintendent: Julia Bove
Superintendent's Office Address: 5619 Flatlands Avenue, Brooklyn, NY 11234
Superintendent's Email Address: JBove@schools.nyc.gov
Phone Number: 718-968-6115 Fax: _____

Borough Field Support Center (BFSC)

BFSC: _____ Director: _____
Director's Office Address: _____
Director's Email Address: _____
Phone Number: _____ Fax: _____

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and that they have been consulted with regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

1. List the names of each SLT member in the first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*.
3. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Colleen M. Ducey	*Principal or Designee	
Jennifer DeLuca	*UFT Chapter Leader or Designee	
Leroy Anderson	*PA/PTA President or Designated Co-President	
Roseanna Bove	DC 37 Representative (staff), if applicable	
Leroy Anderson	Title I Parent Representative (or Parent Advisory Council Chairperson)	
NA	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Jackie Hubschman	Member/ Chairperson/Para Rep	
Rebecca Guttman Ehrlich	Member/Teacher	
Shannon smith	Member/ Parent	
Teah Davis	Member/ Parent	
Marie Pierre	Member/Parent	
Cindy Henry	Member/ Parent	

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

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and CEP Development



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement activities and strategies that improve outcomes for students.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Framework for Great Schools identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor's Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

The Six Elements of the Framework for Great Schools

Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

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

Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

The Quality Review and the Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, school communities should engage in improvement planning that is also informed by the NYCDOE’s Quality Review Indicators and other quantitative and qualitative data.

NYCDOE’s Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

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

Title I Requirements and Strengthening Title I Parent Involvement

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

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

P.S. 326 is a Title I Early Childhood Center located in Flatbush, Brooklyn. We have a student population of approximately 220 students enrolled from Pre-K to Grade 2. Our multicultural population originates from areas such as the Caribbean Islands, Mexico and the Middle East.

The mission of P. S. 326 is to provide our students with an exemplary education in a supportive and nurturing school environment. The indoor and outdoor environment of our school is warm and inviting. A beautiful mural is painted on the outside of our school building and it serves as an invitation to our entire school community. The inside of our school is decorated with our students' work, as well as bulletin boards that reflect our schools initiatives and special projects. The entire atmosphere of our school reflects a sense of respect, dedication and love of learning.

PS 326 works collaboratively with our local Community Based Organizations to welcome families in the neighborhood to visit us and tour our school in the spring before school begins. We also work collaboratively with arts organizations to expose our young students to all art disciplines including theater and the ballet. In addition, we partner with the New York City Food Bank and Penny Harvest to teach our students to be charitable and to develop social and emotional awareness in our young students.

PS 326 has a very strong learning environment. Results of our Learning Environment Survey shows that for the past three years in a row we have surpassed the citywide average in every category both on the parent and the teacher surveys. Our last three Quality Reviews have also yielded "Well Developed" results and we have highly qualified and dedicated teachers. Our students enjoy coming to school and we have a very good daily attendance rate of 95%.

Our challenges include the fact that our school is a leased building and located approximately a mile from our students' homes. Students are required to take a school bus each day to and from school and therefore, we do not see the parents of our students often.

Over the past three years, our data shows that our school has closed the achievement gap for many students. Our initial assessment data shows that only 51% of kindergarten students are on grade level at the end of kindergarten. By the end of grade one, our data shows that approximately 77% of students are on grade level and by the completion of grade two, approximately 82% of all students are achieving on grade level in literacy. This year, our focus is to develop our students' ability to use content vocabulary, talk respectfully and communicate effectively both orally and in writing to express critical thinking. In addition, on-going staff development is a priority and our staff is engaged in differentiated professional development that is directly linked to raising student achievement.

22K326 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	PK,0K ,01,02	Total Enrollment	211	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	N/A
Types and Number of Special Classes (2014-15)					
# Visual Arts	N/A	# Music	N/A	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	69.4%	% Attendance Rate		94.5%	
% Free Lunch	71.2%	% Reduced Lunch		6.4%	
% Limited English Proficient	19.6%	% Students with Disabilities		12.8%	
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.5%	% Black or African American		70.3%	
% Hispanic or Latino	17.4%	% Asian or Native Hawaiian/Pacific Islander		9.6%	
% White	1.4%	% Multi-Racial		0.9%	
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	13.18	# of Assistant Principals (2014-15)		1	
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		1	
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		N/A	
% Teaching with Fewer Than 3 Years of Experience (2013-14)	N/A	Average Teacher Absences (2013-14)		6.47	
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A	
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		N/A	
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A	
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A	
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A	
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing	X	Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
Priority School					
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				

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

Section 5A – Framework for Great Schools Element – Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Rigorous Instruction. This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Data Trends have been identified:

- The 2013-2014 school year data and the 2014-2015 school year data analysis of Fountas & Pinnell shows that students gain on average approximately two benchmark levels in kindergarten, approximately three seven levels in grade one and approximately three levels in grade 2.
- Baseline Reading Steet assessments during the 2014-2015 school year show the average score in grade one to be 33.07% and and 48.03% in grade two.
- Analysis of the 2014-2015 writing samples show that out of a possible rubric score of 28, grade one students scored a 6.9 on average on the pre test and in grade two, students scored a 9.1 on average.

Part 2 – Annual Goal

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

By June 2016, 75% of all grade one and two students will improve their Fountas & Pinnell benchmark level by at least five levels in grade one and two levels in grade two as measured by pre, interim and post Fountas & Pinnell assessments.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Instructional materials will include: Reading Streets leveled libraries, Recipe For Reading phonics program and units of study that combine ELA and the content areas and are based on the CCLS.</p>	<p>All grade one and two students</p>	<p>September 2015-June 2016</p>	<p>Administrators and teachers</p>
<p>Students including SWDs and ELLs will be grouped by need for guided reading and small group instruction; ESL and AIS providers will push into classrooms to support student learning.</p>	<p>ELL students and SWDs</p>	<p>September 2015-June 2016</p>	<p>All Teachers</p>
<p>Ongoing workshops will continue to be provided to our parent community on the CCLS for the early childhood grades.</p>	<p>All Families</p>	<p>September 2015-June 2016</p>	<p>Administrators and teachers</p>
<p>The home school connection will be supported by the technology program MYON which facilitates opportunities for students to read leveled books at home with their families.</p>	<p>All students and their families</p>	<p>September 2015-June 2016</p>	<p>Administrators and teachers</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<ul style="list-style-type: none"> • The students primary teacher will be responsible for providing ELA instruction on a daily basis • All out of classroom service 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 • Instructional materials including Reading Streets, Recipe for Reading, MYON Learning and the units of study the teachers created based on the CCLS and integrated into our curriculum. 											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant

	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other
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Part 5 – Progress Monitoring

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

Student progress toward meeting this goal will be measured bi-monthly. All students’ reading benchmarks will be assessed using Fountas & Pinnell and recorded on Google docs to be viewed by the entire school community. Benchmark assessments are administered in September, November, January, March and May.

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

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

Section 5B – Framework for Great Schools Element – Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

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

2014-2015 Danielson data shows that component 3B, Questioning and Discussion, continues to be our area in greatest need of improvement.

This data also shows that while teachers are trying to facilitate discussions among students, students are not generating their own questions or know how to talk respectfully in a group.

Feedback based on 2013-2014 Quality Review rubric suggests that teachers deepen their use of questioning and discussion practices.

Feedback from teachers shows that students need to be taught how to engage in discussions and how to justify their thinking when discussing student work.

Part 2 – Annual Goal

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

By June 2016, all students will have opportunities to talk respectfully, communicate effectively, both orally and in writing to express critical thinking as measured by teacher observations, student and peer checklists and student work.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
Professional development will be provided to teachers on Questioning and discussion techniques by the administration, ARIS Learn opportunities and intervisitations.	Teachers, paras and support staff	September 2015-June 2016	Administrators and Teachers
All classrooms have posted "Talk with Respect" charts which include visual reminders as a UDL strategy for SWDs and ELLs.	Teachers, Paras and Students	September 2015-June2016	Teachers and students
Our parent coordinator provides a lending library to parents which includes games, activities and puzzles that focus on improving basic skills and oral language development.	All Families	September 2015-June 2016	Teachers, Parents and parent coordinator
Our classrooms will be risk free environments where students and teachers feel safe to engage in conversations and discussions in all content areas.	Teachers and students	September 2015-June2016	Administrators and Teachers

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<ul style="list-style-type: none"> • All classrooms will display "Talk with Respect" charts • PD will be provided to teachers on how to model and instruct their students to speak respectfully during class discussions. • Students will use self-assessments and peer checklists • Various materials will be available to parents in the lending library. 											
Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

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

Progress will be monitored at least four times per year and aligned to Danielson observation cycles.

Round one of the observation cycles was completed by November 2015 and Round 2 will be completed by the end of January 2016. Round 3 will be completed by March 2016 and Round 4 completed by the beginning of May 2016 .

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

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

Section 5C – Framework for Great Schools Element – Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

This year’s Quality Review indicated “Well Developed” scores in all indicators except 1.2. Indicator 1.2 received a “Proficient” score. Therefore, improving teaching and learning will be a focus for improvement in the 2015-2016 school year.

Our Framework for Great Schools report indicates that we are doing well in the areas of Rigorous Instruction, Collaborative Teachers, Supportive Environment, Effective School Leadership and Trust. We need to focus on creating strong family-community ties in the coming school year.

Our talent coach has assisted us in looking at aggregate Danielson data to determine trends in teacher practice. In addition, teachers completed interest surveys that indicated their preferences for professional learning for 2015-2016 school year. Teachers also set two professional goals to work towards in the next school year.

Opportunities for professional development will be offered based on the responses listed above.

Part 2 – Annual Goal

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

By June 2016, all teachers will participate in a professional book club that positively impacts classroom practice as measured by improvement in at least one component of the Danielson rubric, revised unit lesson plans and students writing samples showing student progress as measured by pre and post assessments.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
Teachers and paras will engage in study groups, book clubs and socratic seminars aligned to their interest survey and needs assessment.	Teachers and paras	January 2016- April 2016	Administrators and Teachers
Professional learning opportunities will include strategies for addressing the needs of all earners including SWDs and ELLs.	Teachers and Paras	September 2015-June 2016	Administrators and Teachers
Professional learning will identify ways to strengthen the home school connection.	Teachers Paras and parents	September 2015-June 2016	Administrators and Teachers and parents
Study Groups will adhere to norms and protocols that facilitate the sharing of thoughts and ideas and all voices will be valued and heard.	Administrators and Teachers	September 2015-June 2016	Administrators and Teachers

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Professional books selected based on teacher interest and need. Teachers will meet during the Monday professional development period at least once a month. Teachers will create newsletters and progress reports to inform parents of school events and achievements. The Danielson rubric, parent surveys and attendance sign in sheets will indicate progress in meeting this goal.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

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

Student progress reports will be sent home bi-monthly to evaluate student progress.

Danielson data will be monitored after each round of observations to determine strengths and weaknesses.

Teacher survey and parent survey will indicate progress in improving our home school connection.

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

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

Section 5D – Framework for Great Schools Element – Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Part 1 – Needs Assessment

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

Data from the Great Schools Framework indications a score of 100 in “Program Coherence” and “Principal instructional Leadership.” “Inclusive Principal leadership” received a score of 98 and “Teacher influence” received a score of 93. All scores surpassed the citywide average.

Administrators and teachers collaboratively reviewed ELA and Math benchmark data from the 2014-2015 school year to identify gaps in student learning and set goals to address these needs.

Teachers set two professional goals based on their 2014-2015 Danielson observations and feedback.

Part 2 – Annual Goal

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

By June 2016, all teachers and administrators will collaboratively identify two goals and participate in differentiated professional development that results in improved teaching practice as measured by moving a minimum of one rubric level as measured by Danielson.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
Data sources examined to determine student learning gaps and professional learning needs.	Administrators and Teachers	September 2015-June 2016	Administrators and Teachers
Teachers will be provided will professional learning opportunities including network wide pd, study groups and ARIS learn to further their professional growth in order to impact student achievement including SWDs and ELLs.	Administrators and Teachers	September 2015-June 2016	Administrators and Teachers
Families will be informed via teacher newsletters, phone calls and conferences to discuss student progress toward meeting student achievement goals.	Administrators and Teachers	September 2015-June 2016	Administrators and Teachers
Teachers collaborate with their administrators and colleagues in a risk free environment in order to improve their professional practice.	Administrators and Teachers	September 2015-June 2016	Administrators and Teachers

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<ul style="list-style-type: none"> • Administrators will provide differentiated professional development to all staff members. <p>Teachers will engage in network professional development opportunities as well as activities provided by the administration on TeachBoost and ARIS learn.</p>											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

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

Progress will be monitored at least four times per year as aligned to Danielson observation cycles.

Round one of the observation cycles was completed in October 2015 and Round 2 will be completed by the end of December 2015. Round 3 will be completed by February 2016 and Round 4 completed by the beginning of May 2016

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

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

Section 5E – Framework for Great Schools Element – Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

Part 1 – Needs Assessment

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

The 2015 Framework for Great Schools yield data indicates that we are providing teacher outreach to parents with a score of 98 but our score for parent involvement in the school is only a 74.

The 2014 NYSESLAT data showed that students scored higher in the listening and speaking modalities and needed additional support to improve reading and writing skills in order to attain English proficiency.

The 2013 and 2014 school wide initial assessment conducted within the first ten days of the school year showed that ELL students need additional support with recognizing alphabet letters and their corresponding sounds.

Part 2 – Annual Goal

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

By June 2016, all ELL students and their parents will be invited to participate in a Saturday Academy that focuses on improving the home school connection in order to improve language proficiency as measured by moving at least one level in one modality on the child’s NYSITELL assessment.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Students participating in the Saturday Academy will utilize the Awards program designed to improve literacy skills in ELL students.</p>	<p>Parents and students</p>	<p>September 2015-June 2016</p>	<p>Administrators and Teachers</p>
<p>Instructional strategies will include Total Physical Response, the natural approach and alternate text sets. In addition, auditory supports will include books on tape, and technology based programs like StarFall, that improve letter/sound recognition</p>	<p>Parents and students</p>	<p>September 2015-June 2016</p>	<p>Administrators and Teachers</p>
<p>In order to improve parent involvement in the school, all parents will be invited to attend workshops provided our bilingual parent coordinator and guidance counselor. Translation services will be provided.</p>	<p>Parents and students</p>	<p>September 2015-June 2016</p>	<p>Administrators and Teachers</p>
<p>Parents will have an opportunity to learn side by side with their child and receive guidance from teachers on how to support their child's instruction at home.</p>	<p>Parents and students</p>	<p>September 2015-June 2016</p>	<p>Administrators and Teachers</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<ul style="list-style-type: none"> • Title III plan and budget • Research based program, AWARDS, will be used during the Saturday Academy • Books on tape <p>Technology programs including StarFall and Raz-Kids.</p>											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy	X	Title I SWP	X	Title I TA		Title II, Part A	X	Title III, Part A	X	Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	X	Other

Part 5 – Progress Monitoring

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

- Participation will be monitored using attendance sign in sheets
- By the half way point of this program we will report student and parent attendance data.
- Student achievement data of ELLs will be monitored on a bi-monthly basis.

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

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Students scoring at least one benchmark below grade level as measured by Fountas and Pinnell	Repeated lessons and guided reading instruction.	Small groups	During the school day
Mathematics	Students scoring at least 20 points below the class average on Envisions unit tests	Repeated lessons and guided math instruction.	Small groups	During the school day
Science	Students scoring below the class average on science unit tests	Repeated instruction and close readings.	Small groups	During the school day
Social Studies	Students scoring below the class average on social studies unit tests	Repeated instruction and close readings	Small groups	During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Students referred to the SAT by the classroom teacher or parent.	Counseling sessions	One to one or small group	During the school day

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
All 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 forms a hiring team and we investigate the credentials of all candidates. We ensure that the teacher we hire has completed all state and city requirements for certification. We provide all teachers with assistance and a mentor. We have grade leaders that support new teacher development and planning

2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
All staff members participate in professional development sessions on Monday afternoons. Topics include looking at student work using protocols; unit planning that reflects the Common Core standards and shifting classroom practice to support students in meeting Common Core standards. Our instructional focus this year provides on-going professional development to teachers that supports students using content vocabulary, talking respectfully and communicating effectively both orally and in writing.

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

Part 4: SWP Schools Only

4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).
Parents are invited to an open house 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 in the Fall. Parents of turning five students who attend local Community Based pre-schools are invited to attend our open house events as well.

4b. Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
Based on our shared vision of how early childhood students learn best, we agree to assess students in one to one, small group or whole class formative and summative assessments. We also assess students’ reading and writing abilities in a performance based one to one conference which provides instructional next steps and actionable feedback to students. All student assessment data is entered on Google Docs and all staff members have access to viewing this data.

4c. “Conceptual” Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes ¹ . To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document <u>that it has met the intent and purposes of each program whose funds are consolidated</u> ² . On the chart below , indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.				
Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	145,961.00	X	10,12,14
Title II, Part A	Federal	128,989.00	X	16
Title III, Part A	Federal	11,200.00	X	16,17
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	1,248,895.00	X	8,9

¹Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

²The **intent and purposes** of the Federal programs indicated on the chart above (Part 4c of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I Priority and Focus School Improvement Funding:** Support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with an average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent

representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the Parent Involvement Policy and aligned with student achievement goals in the school comprehensive educational plan.

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

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

Directions: All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

Your school's Title I Parent Advisory Council (PAC) is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

Parent Involvement Policy (PIP) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **[PS 326]**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **[PS 326]** will support parents and families of Title I students by:

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

- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the school community;

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

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

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

- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

School-Parent Compact (SPC) Template

[PS 326] , in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

I. School Responsibilities:

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

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department to learn more about teaching and learning strategies whenever possible;

- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT

**GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2015-16 AND 2016-17 SCHOOL YEAR**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based Language Allocation Policy (LAP) that describes high quality programs for English language learners (ELL). This is a two-year plan on how schools will support ELLs’ linguistic and academic needs. This LAP form is a part of the school’s Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. When preparing your school’s submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

District 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 ENL teacher, and one parent.

Principal Colleen M. Ducey	Assistant Principal Melissa Fontanelli
Coach None	Coach None
ENL (English as a New Language)/Bilingual Teacher Galina Aleksandrovich	School Counselor Sarah Corvosier
Teacher/Subject Area Emma Nagel/K Teacher	Parent Leroy Anderson
Teacher/Subject Area Jennifer DeLuca/AIS	Parent Coordinator Melida Foster
Related-Service Provider Katherine Allison	Borough Field Support Center Staff Member Cheryl Watson
Superintendent Julia Bove	Other (Name and Title) type here

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (excluding pre-K)	216	Total number of ELLs	39	ELLs as share of total student population (%)	18.06%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	K <input checked="" type="checkbox"/>	1 <input checked="" type="checkbox"/>	2 <input checked="" type="checkbox"/>	3 <input 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"/>

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	41	Newcomers (ELLs receiving service 0-3 years)	39	ELL Students with Disabilities	13
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	0	Long-Term (ELLs receiving service 7 or more years)	0

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	0	0	0	0	0	0	0	0	0	0
DL	0	0	0	0	0	0	0	0	0	0
ENL	39	0	13	0	0	0	0	0	0	39
Total	39	0	13	0	0	0	0	0	0	39

Number of ELLs who have an alternate placement paraprofessional: 1

C. Home Language Breakdown and ELL Programs

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

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

* EP=English proficient student

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

This Section is for Dual Language Programs Only	
Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____

Freestanding English as a New Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	4	11	0											15
Chinese	0	0	0											0
Russian	0	0	0											0
Bengali	2	0	0											2
Urdu	1	4	1											6
Arabic	2	1	0											3
Haitian	4	6	2											12
French	0	0	0											0
Korean	0	0	0											0
Punjabi	1	0	0											1
Polish	0	0	0											0
Albanian	0	0	0											0
Other														0
TOTAL	14	22	3	0	39									

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSES LAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)	2	1	0											3
Emerging (Low Intermediate)	4	5	1											10
Transitioning (High Intermediate)	2	0	0											2
Expanding (Advanced)	5	10	2											17
Commanding (Proficient)	1	6	0											7
Total	14	22	3	0	39									

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

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

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

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

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

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
 PS 326 is an Early Childhood Center. We assess the early literacy skills of all students, including ELLs, through Fountas and Pinnell, Rigby Benchmarks, New York City Performance tasks, as well as looking at student work (writing samples). ELLs are also assessed through NYSITELL 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.
- What is revealed by the data patterns across performance levels (on the NYSITELL 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. Spring 2015 NYSESLAT data shows that 11 students passed the NYSESLAT and 14 students achieved the Advanced level. Twelve students moved to the Intermediate level and 8 students remained at a beginning level. In all, 82% of students advanced at least one level last school year. New admits testing in September 2015 on the NYSITELL shows that seven students scored at the entering level, two students scored at the emergent level, one student scored at the transitional level and three students scored out on the NYSITELL. When comparing our students' achievement from last year to this year, we find that less students passed the NYSESLAT due to the duration and difficulty of the test.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
 PS 326 is an Early Childhood Center that services students in grades Pre-K to 2. All students are grouped homogeneously according to proficiency levels in reading, writing, speaking and listening. At the beginning of the school year, 2014-2015, we had 18 students at the beginning level, 9 students at the intermediate level and 11 students at the advanced level. According to the results of the

Spring 2015 NYSESLAT, we had two students scoring at the entering level, ten students at the emergent level and three students at the transitional level, 17 students at the expanding level and six students attained the mastery level.

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

P.S. 326 is an Early Childhood Center, servicing 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). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [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 I interventions in their classrooms in small group instruction. Tier I interventions include peer tutoring, guided reading, and software programs that assist in the targeted area. Students who still have difficulty are referred for Tier II academic intervention services. All Tier II students receive extra academic intervention services outside of their classroom and are re-evaluated monthly for continuation or discontinuance of services. Tier II services include: Wilson foundations, Great Leaps and targeted math assistance.

6. How do you make sure that a student's new 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. In addition, we provide professional development to our teachers on sharing successful strategies on second language acquisition and encourage our teachers to be patient and give our students adequate wait time when answering questions. Visual scaffolds are used during every lesson on the Smart Board and this helps make the content more accessible for our ELLs and SWDs.

7. For dual language programs, answer the following:

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

PS 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).

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.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K-12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.

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 NYSITELL 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 NYSITELL 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. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

As an Early childhood Center, we do not have SIFE students. However, upon registration, the parent is asked about the child's prior schooling. If it is determined that the child had an interruption or inconsistency in their prior schooling then we would administer the oral interview questionnaire. We will also administer our initial assessment screen that we give to all students within the first ten days of school that asks the child to identify alphabet letters and their sounds, numbers, shapes and colors.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide](#), [ELL Identification](#) section).

For newly enrolled students with IEPs, the Language Proficiency Team will make the determination of whether or not the child should take the NYSITELL. The LPT consists of the principal, our bilingual guidance counselor, our special education teacher, our ELL teacher, the child's parents and a translator if necessary.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

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 through 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 opened, as per 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.

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide](#), [Re-Identification of ELL Status](#) section).

Parents will be informed that they have the right to appeal their child's ELL status during the interview with our trained pedagogues at registration.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

Parents 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.

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

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 through 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 opened, as per 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.

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

Classroom teachers and ELL teachers keep checklists that record the return of the Parent Survey and Program Selection forms. Blank forms are sent home in the child's backpack until the completed form is returned. Also our Parent Coordinator follows up with phone calls home to ensure a timely response.

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

Parents are invited to attend a parent orientation meeting for newly enrolled ELL students. At this meeting our ELL teacher, distributes the placement parent notification letter and informs families of their choices. Parent choice is documented on ATS in the ELPC screen and placement occurs by parent choice

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
All ELL documents are kept in the child's cumulative record card folder and secured in a locked closet in the child's classroom. Copies are kept on file in the ELL office and data is entered on ATS if necessary.
11. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
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 NYSITELL 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.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
For newly enrolled students, parents receive the letter at Parent Orientation meeting. For students who are continuing on in the ELL program, continued entitlement letters are back packed home and kept on file in the ELL office. ATS reports are run daily that will indicate when a new admit has arrived at our school and whether the parent notification letter has been distributed and returned.
13. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? Provide numbers. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).
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 for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
 - a. Freestanding ENL program.
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.
 - b. TBE program. *If applicable.*
Not applicable
 - c. DL program. *If applicable.*
Not applicable
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?
We will continue to provide 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. See 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 core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards. 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. The ELL teacher attends the grade level conferences and works collaboratively with the classroom teachers on the Common Core units of study. Our ELL teacher levels materials that match students achievement levels and guided reading abilities. Our ELL teacher reviews the units vocabulary and posts pictures that assist students in incorporating this content vocabulary into their speaking, reading and writing assignments. ELL students became so confident in their learning of vocabulary and unit objectives that they returned non ELL students in what they had learned from their ELL teacher.

4. How do you ensure that ELLs are appropriately evaluated in their home 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 each of the following ELL subgroups?

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

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

The school will conduct an assessment of the students' abilities in reading, writing, speaking and listening in English and in the child's native language if necessary. We will also consult with CSE should the child have an IEP. Based on the assessment data and the input of all staff members and the child's parents, the principal will make a determination for instructional next steps and goals will be set for the student. The child may be enrolled in Academic Intervention Services if necessary.

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

The ELL 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.

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

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.

Chart 5.1 Students are grouped flexibly in small groups determined by the child's strengths and next steps in learning. Lessons are provided with the appropriate scaffolds so all students are successful.

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

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

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
Chart 5.2					
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(u) of this Title. All programs must be provided during the school day.					

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



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

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

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

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

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

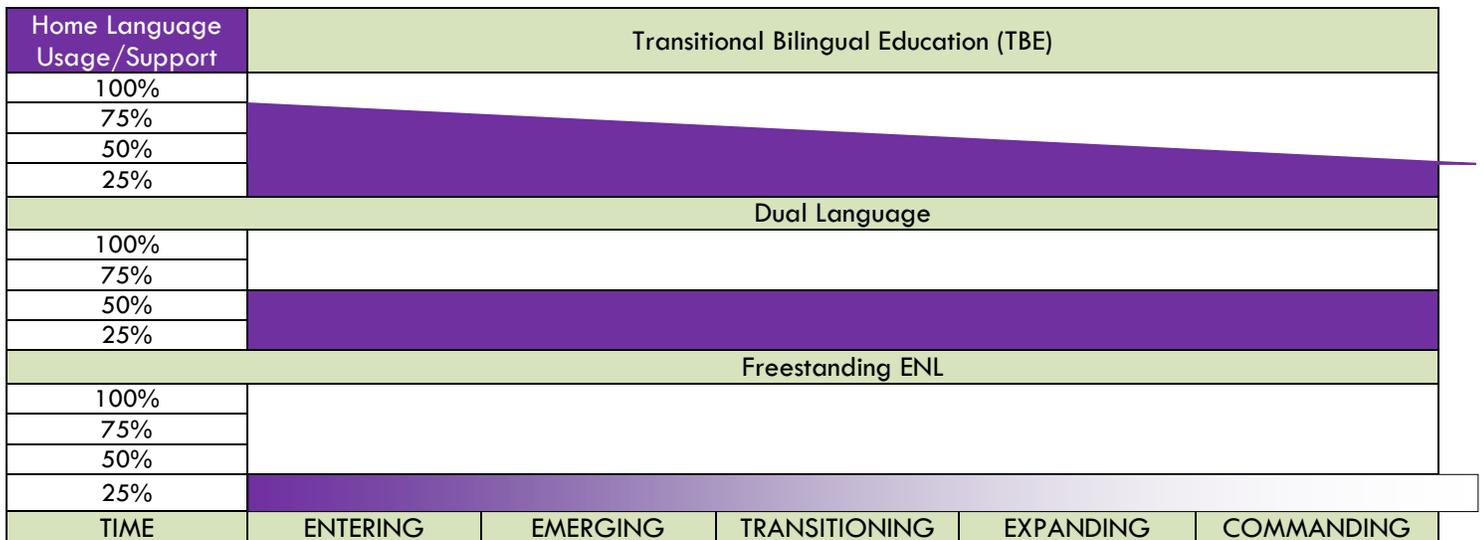


*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

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



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
We 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 in literacy and math. 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. Fountas and Pinnell will be used to assess students' reading level and a portfolio for each student where reading responses and writing samples are collected will be assessed periodically to ensure each students' growth in all four modalities.
11. 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 ultimately measured by the number of ELL students that make progress on the NYSESLAT each May. In addition, we monitor the progress of our ELLs through pre and post assessments in all units of study. We assess ELL progress using reading and math unit tests as well as assessments in content areas of science and social studies. We track individual student progress as well as progress of our sub groups.
12. What new programs or improvements will be considered for the upcoming school year?
Our school is utilizing Reading Streets and Recipe for Reading Phonics Program for literacy instruction. We will use Envisions math which incorporates problem solving and asks the students to discuss their answers and solve problems in multiple ways. We will incorporate more project based learning and we will continue to align our science and social studies programs with the Common Core Standards.
13. What programs/services for ELLs will be discontinued and why?
We are not planning to discontinue any programs at this time.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
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. ELLs are invited to attend our Title III Saturday Academy.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
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.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
Native language support is delivered through bilingual dictionaries, bilingual staff and NYC DoE translation services. In addition, students are partnered with other students who speak their language and provided with picture dictionaries so they can communicate their needs.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
All required services and resources correspond to ELLs ages and grade levels as per CR-Part 154. Scaffolding is provided and our ELL instruction compliments the content learning objectives that are being taught in the child's classroom. All teachers, including our ELL teacher use the Common core standards to plan instruction.
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).
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. During the school year, our bilingual guidance counselor and Parent Coordinator and ELL teacher invite newly enrolled students and their families to tour the school and answer any questions ELL families have prior to the student attending classes.
19. What language electives are offered to ELLs?
No language electives are offered to any student at PS 326.
20. For schools with dual language programs:
 - a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
 - b. In which language(s) is each core content area taught?
 - c. How is each language separated for instruction?
 - d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

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

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
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 at the beginning of the school year will continue to focus 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. 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.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
Teachers of ELLs are expected to participate in all professional development provided to all staff members. Individualized professional development of ELL teachers will be based on student data and progress in reading, writing, listening and speaking as well as content area instruction.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
Supports are provided to all ELL students as they transition to new schools for third grade. We communicate with the new schools and provide the students portfolio to the new classroom teacher. We invite the students and their families to tour the new schools and provide them with key personnel at the new site that is bilingual or can put the family in touch with other families at their school that speak the same language.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.
Our teachers receive training in ESL methodologies from our ESL teacher and our ELL network support specialist in order to meet the 15% of the total hours of ELL training for all staff. ELL teachers participate in professional development workshops on Mondays throughout the year in our district and city to meet the requirement of 50% of their total hours. These records of professional development trainings are kept on file at our school.

C. Parental Involvement

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

Our school provides annual individual meetings with parents at registration and at the parent orientation. We also meet with our ELL parents on Tuesday afternoons during our parent engagement period. Parents receive individualized progress reports four times per year and follow up meetings with individual parents are scheduled by appointment. Student progress is monitored on a daily basis and a lending parent resource library is available to families to work with their children at home. ELL families are also invited to participate in our Saturday Academy for students and their parents. All meetings include the use of our bilingual on site staff members or over the phone translation services if necessary.

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

All documents are kept in the child's cumulative record card folder. A log of all parent communication and attendance sign in sheets are kept in the ELL office for easy access. In addition, any teacher that makes a parent outreach or has any type of communication must log the content of their conversation and the outcome of the conversation in their parent engagement log or folder.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. 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.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? PS 326 does not, at this time, partner with any outside agencies or CBOs.

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

The needs of our parents are evaluated by the Learning Environment Survey, conversations and feedback at meetings, organized and coordinated by our Parent Coordinator. Parents are also invited to attend the Saturday Academy and we survey their needs to determine what topics will be presented at the family component each week.

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

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 methods, Title III Academy for Families, Family Reading and Math nights. All workshops have bilingual personnel present to translate for any family in need.

D. Additional Information

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

Paste response here:

Part VI: LAP Assurances

School Name: PS 326**School DBN: 22K326**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Colleen M. Ducey	Principal		9/18/15
Melissa B. Fontanelli	Assistant Principal		9/18/15
Melida Foster	Parent Coordinator		9/18/15
Galina Aleksandrovich	ENL/Bilingual Teacher		9/18/15
Leroy Anderson	Parent		9/18/15
Emma Nagel	Teacher/Subject Area		9/18/15
Jen DeLuca	Teacher/Subject Area		9/18/15
	Coach		1/1/01
	Coach		1/1/01
Sarah Corvoisier	School Counselor		9/18/15
Julia Bove	Superintendent		9/18/15
Cheryl Watson	Borough Field Support Center Staff Member _____		9/18/15
Katherine Allison	Other <u>Service Provider</u>		9/18/15
	Other _____		1/1/01
	Other _____		1/1/01

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

2015-16 AND 2016-17 SCHOOL YEAR

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based Language Allocation Policy (LAP) that describes high quality programs for English language learners (ELL). This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. When preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

C. School Information

District 22	Borough Brooklyn	School Number 326
School Name PS 326		

D. Language Allocation Policy Team Composition

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

Principal Colleen M. Ducey	Assistant Principal Melissa Fontanelli
Coach None	Coach None
ENL (English as a New Language)/Bilingual Teacher Galina Aleksandrovich	School Counselor Sarah Corvosier
Teacher/Subject Area Emma Nagel/K Teacher	Parent Leroy Anderson
Teacher/Subject Area Jennifer DeLuca/AIS	Parent Coordinator Melida Foster
Related-Service Provider Katherine Allison	Borough Field Support Center Staff Member Cheryl Watson
Superintendent Julia Bove	Other (Name and Title) type here

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (excluding pre-K)	216	Total number of ELLs	39	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
	6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	41	Newcomers (ELLs receiving service 0-3 years)	39	ELL Students with Disabilities	13
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	0	Long-Term (ELLs receiving service 7 or more years)	0

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	0	0	0	0	0	0	0	0	0	0
DL	0	0	0	0	0	0	0	0	0	0
ENL	39	0	13	0	0	0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 1

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

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

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

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section is for Dual Language Programs Only

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

Part III: Assessment Analysis

Assessment Breakdown

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

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

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

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

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

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

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

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
 PS 326 is an Early Childhood Center. We assess the early literacy skills of all students, including ELLs, through Fountas and Pinnell, Rigby Benchmarks, New York City Performance tasks, as well as looking at student work (writing samples). ELLs are also assessed through NYSITELL 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.
- What is revealed by the data patterns across performance levels (on the NYSITELL 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. Spring 2015 NYSESLAT data shows that 11 students passed the NYSESLAT and 14 students achieved the Advanced level. Twelve students moved to the Intermediate level and 8 students remained at a beginning level. In all, 82% of students advanced at least one level last school year. New admits testing in September 2015 on the NYSITELL shows that seven students scored at the entering level, two students scored at the emergent level, one student scored at the transitional level and three students scored out on the NYSITELL. When comparing our students' achievement from last year to this year, we find that less students passed the NYSESLAT due to the duration and difficulty of the test.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
 PS 326 is an Early Childhood Center that services students in grades Pre-K to 2. All students are grouped homogeneously according to proficiency levels in reading, writing, speaking and listening. At the beginning of the school year, 2014-2015, we had 18 students at the beginning level, 9 students at the intermediate level and 11 students at the advanced level. According to the results of the

Spring 2015 NYSESLAT, we had two students scoring at the entering level, ten students at the emergent level and three students at the transitional level, 17 students at the expanding level and six students attained the mastery level.

12. For each program, answer the following:
 - d. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - e. Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - f. What is the school learning about ELLs from the periodic assessments? How is the home language used?

P.S. 326 is an Early Childhood Center, servicing 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.

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

All 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 I interventions in their classrooms in small group instruction. Tier I interventions include peer tutoring, guided reading, and software programs that assist in the targeted area. Students who still have difficulty are referred for Tier II academic intervention services. All Tier II students receive extra academic intervention services outside of their classroom and are re-evaluated monthly for continuation or discontinuance of services. Tier II services include: Wilson foundations, Great Leaps and targeted math assistance.

14. How do you make sure that a student's new 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. In addition, we provide professional development to our teachers on sharing successful strategies on second language acquisition and encourage our teachers to be patient and give our students adequate wait time when answering questions. Visual scaffolds are used during every lesson on the Smart Board and this helps make the content more accessible for our ELLs and SWDs.

15. For dual language programs, answer the following:

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

PS 326 does not have a Dual Language Program.

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

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.

14. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K-12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.

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 NYSITELL 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 NYSITELL 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.

15. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

As an Early childhood Center, we do not have SIFE students. However, upon registration, the parent is asked about the child's prior schooling. If it is determined that the child had an interruption or inconsistency in their prior schooling then we would administer the oral interview questionnaire. We will also administer our initial assessment screen that we give to all students within the first ten days of school that asks the child to identify alphabet letters and their sounds, numbers, shapes and colors.

16. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).

For newly enrolled students with IEPs, the Language Proficiency Team will make the determination of whether or not the child should take the NYSITELL. The LPT consists of the principal, our bilingual guidance counselor, our special education teacher, our ELL teacher, the child's parents and a translator if necessary.

17. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

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 throughout 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 opened, as per 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.

18. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).

Parents will be informed that they have the right to appeal their child's ELL status during the interview with our trained pedagogues at registration.

19. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

Parents 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.

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

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 throughout 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 opened, as per 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.

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

Classroom teachers and ELL teachers keep checklists that record the return of the Parent Survey and Program Selection forms. Blank forms are sent home in the child's backpack until the completed form is returned. Also our Parent Coordinator follows up with phone calls home to ensure a timely response.

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

Parents are invited to attend a parent orientation meeting for newly enrolled ELL students. At this meeting our ELL teacher, distributes the placement parent notification letter and informs families of their choices. Parent choice is documented on ATS in the ELPC screen and placement occurs by parent choice

23. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters). All ELL documents are kept in the child's cumulative record card folder and secured in a locked closet in the child's classroom. Copies are kept on file in the ELL office and data is entered on ATS if necessary.
24. 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 NYSITELL 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.
25. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. For newly enrolled students, parents receive the letter at Parent Orientation meeting. For students who are continuing on in the ELL program, continued entitlement letters are back packed home and kept on file in the ELL office. ATS reports are run daily that will indicate when a new admit has arrived at our school and whether the parent notification letter has been distributed and returned.
26. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? Provide numbers. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).
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

B. Programming and Scheduling Information

21. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
- d. Freestanding ENL program.
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.
- e. TBE program. *If applicable.*
Not applicable
- f. DL program. *If applicable.*
Not applicable
22. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
- b. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

We will continue to provide 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. See 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.

23. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

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. The ELL teacher attends the grade level conferences and works collaboratively with the classroom teachers on the Common Core units of study. Our ELL teacher levels materials that match students achievement levels and guided reading abilities. Our ELL teacher reviews the units vocabulary and posts pictures that assist students in incorporating this content vocabulary into their speaking, reading and writing assignments. ELL students become so confident in their learning of vocabulary and unit objectives that they return non ELL students in what they had learned from their ELL teacher.

24. How do you ensure that ELLs are appropriately evaluated in their home 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.

25. 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.

26. How do you differentiate instruction for each of the following ELL subgroups?

- f. SIFE
- g. Newcomer
- h. Developing
- i. Long Term
- j. Former ELLs up to two years after exiting ELL status

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.

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

The school will conduct an assessment of the students' abilities in reading, writing, speaking and listening in English and in the child's native language if necessary. We will also consult with CSE should the child have an IEP. Based on the assessment data and the input of all staff members and the child's parents, the principal will make a determination for instructional next steps and goals will be set for the student. The child may be enrolled in Academic Intervention Services if necessary.

28. 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 ELL 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.

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

Chart 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. Students are grouped flexibly in small groups determined by the child's strengths and next steps in learning. Lessons are provided with the appropriate scaffolds so all students are successful.

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

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

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

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



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

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

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

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

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

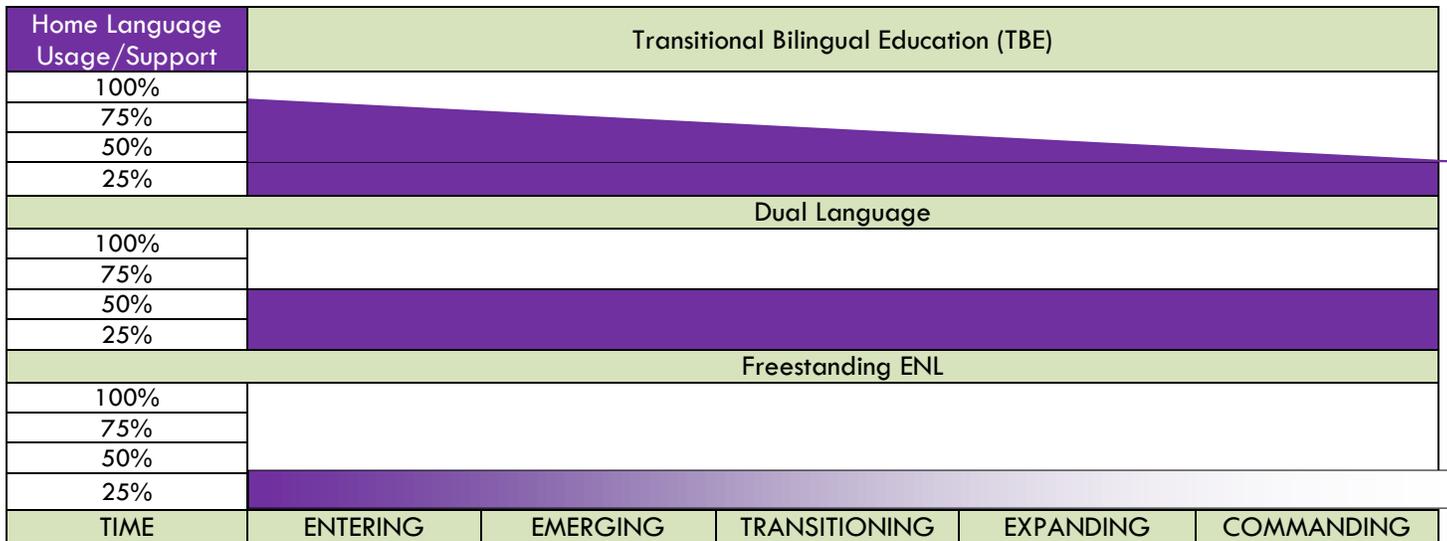


*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

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



E. Programming and Scheduling Information--Continued

30. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered. We 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 in literacy and math. 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. Fountas and Pinnell will be used to assess students' reading level and a portfolio for each student where reading responses and writing samples are collected will be assessed periodically to ensure each students' growth in all four modalities.
31. 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 ultimately measured by the number of ELL students that make progress on the NYSESLAT each May. In addition, we monitor the progress of our ELLs through pre and post assessments in all units of study. We assess ELL progress using reading and math unit tests as well as assessments in content areas of science and social studies. We track individual student progress as well as progress of our sub groups.
32. What new programs or improvements will be considered for the upcoming school year? Our school is utilizing Reading Streets and Recipe for Reading Phonics Program for literacy instruction. We will use Envisions math which incorporates problem solving and asks the students to discuss their answers and solve problems in multiple ways. We will incorporate more project based learning and we will continue to align our science and social studies programs with the Common Core Standards.
33. What programs/services for ELLs will be discontinued and why? We are not planning to discontinue any programs at this time.
34. 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. ELLs are invited to attend our Title III Saturday Academy.
35. What instructional materials, including technology, are used to support ELLs? Include core 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.
36. How is home language support delivered in each program model (DL, TBE, and ENL)? Native language support is delivered through bilingual dictionaries, bilingual staff and NYC DoE translation services. In addition, students are partnered with other students who speak their language and provided with picture dictionaries so they can communicate their needs.
37. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels. All required services and resources correspond to ELLs ages and grade levels as per CR-Part 154. Scaffolding is provided and our ELL instruction compliments the content learning objectives that are being taught in the child's classroom. All teachers, including our ELL teacher use the Common core standards to plan instruction.
38. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator). 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. During the school year, our bilingual guidance counselor and Parent Coordinator and ELL teacher invite newly enrolled students and their families to tour the school and answer any questions ELL families have prior to the student attending classes.
39. What language electives are offered to ELLs? No language electives are offered to any student at PS 326.
40. For schools with dual language programs:
- What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
 - In which language(s) is each core content area taught?
 - How is each language separated for instruction?
 - Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?
- P.S. 326 does not have a dual language program.

F. Professional Development and Support for School Staff

5. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
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 at the beginning of the school year will continue to focus 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. 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.
6. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
Teachers of ELLs are expected to participate in all professional development provided to all staff members. Individualized professional development of ELL teachers will be based on student data and progress in reading, writing, listening and speaking as well as content area instruction.
7. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
Supports are provided to all ELL students as they transition to new schools for third grade. We communicate with the new schools and provide the students portfolio to the new classroom teacher. We invite the students and their families to tour the new schools and provide them with key personnel at the new site that is bilingual or can put the family in touch with other families at their school that speak the same language.
8. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.
Our teachers receive training in ESL methodologies from our ESL teacher and our ELL network support specialist in order to meet the 15% of the total hours of ELL training for all staff. ELL teachers participate in professional development workshops on Mondays throughout the year in our district and city to meet the requirement of 50% of their total hours. These records of professional development trainings are kept on file at our school.

G. Parental Involvement

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

Our school provides annual individual meetings with parents at registration and at the parent orientation. We also meet with our ELL parents on Tuesday afternoons during our parent engagement period. Parents receive individualized progress reports four times per year and follow up meetings with individual parents are scheduled by appointment. Student progress is monitored on a daily basis and a lending parent resource library is available to families to work with their children at home. ELL families are also invited to participate in our Saturday Academy for students and their parents. All meetings include the use of our bilingual on site staff members or over the phone translation services if necessary.

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

All documents are kept in the child's cumulative record card folder. A log of all parent communication and attendance sign in sheets are kept in the ELL office for easy access. In addition, any teacher that makes a parent outreach or has any type of communication must log the content of their conversation and the outcome of the conversation in their parent engagement log or folder.

9. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. 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.

10. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? PS 326 does not, at this time, partner with any outside agencies or CBOs.

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

The needs of our parents are evaluated by the Learning Environment Survey, conversations and feedback at meetings, organized and coordinated by our Parent Coordinator. Parents are also invited to attend the Saturday Academy and we survey their needs to determine what topics will be presented at the family component each week.

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

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 methods, Title III Academy for Families, Family Reading and Math nights. All workshops have bilingual personnel present to translate for any family in need.

H. Additional Information

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

Paste response here:

Part VI: LAP Assurances

School Name: **PS 326**

School DBN: **22K326**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Colleen M. Ducey	Principal		9/18/15
Melissa B. Fontanelli	Assistant Principal		9/18/15
Melida Foster	Parent Coordinator		9/18/15
Galina Aleksandrovich	ENL/Bilingual Teacher		9/18/15
Leroy Anderson	Parent		9/18/15
Emma Nagel	Teacher/Subject Area		9/18/15
Jen DeLuca	Teacher/Subject Area		9/18/15
	Coach		1/1/01
	Coach		1/1/01
Sarah Corvoisier	School Counselor		9/18/15
Julia Bove	Superintendent		9/18/15
Cheryl Watson	Borough Field Support Center Staff Member _____		9/18/15
Katherine Allison	Other <u>Service Provider</u>		9/18/15
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **22K326** School Name: **PS 326**
Superintendent: **Julia Bove**

Before you begin, please check the following:

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

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

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

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

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

We conducted our assessment of written translation and oral interpretation through our annual needs assessment survey and through school leadership team surveys and informal interviews of parents and school staff. We also examined Home Language Surveys and blue cards in which parents indicated their preferred language of communication. We entered this information on ATS and are able to generate reports instantly and know who needs translated documents and in which preferred language.

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

Parents preferred languages include: Haitian Creole, Spanish, Urdu and one family indicated Arabic.

Part B: Creating a Communications Calendar

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

September: School handbook, Welcome letter, lunch forms and invitations to Meet the Teacher Night
October: Family Progress Report
November: Parent Teacher Conference Invitations and Report Cards
December: Family Reading and Math night invitations
January: Family Progress Reports and Holdover letters
February: Title III Saturday Academy invitations for students and families
March: Parent Teacher conference letters and Report cards
April: Holdover letters
May: Family Progress Reports and invitations to Parent Teacher Conferences
June: Report Cards

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

In addition to the list above, we will have weekly meetings with families on Tuesday afternoons. We will also meet with parents during IEP meetings, holdover meetings, Parents' Association meetings, School Leadership Team meetings and Saturday Academy workshops for ELLs and their families. Attendance outreach phone calls are made when a child is absent and robo calls are made to remind parents of special events or holiday breaks.

Part C: Providing Language Assistance Services

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

Our school 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. 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 statement of school policy, requirements and expectations.
- C. Translate information regarding city and state exams and formal assessment procedures.

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

We plan to provide oral interpretation services in Haitian Creole, Arabic, Spanish, and Urdu. We have several 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

Part D: Training Staff on Policies and Procedures

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

At the first Faculty Conference in September, the teachers received our Staff handbook which contains information on how to obtain a translator either in house or over the phone. At this meeting, staff are also made aware of the documents that need to be sent out for translation and the lead time they need to leave in order to send these documents out and have them returned again in a timely fashion.

Part E: Providing Notice of Language Assistance Services

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

Checklist of Notification Requirements

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

We will employ the assistance of bilingual staff members to orally translate and to provide written notices in a families preferred language. In the event that we do not have a translator available we will call the DOE's translation unit and ask for their assistance or place a cover letter over the parents' document indicating how a parent can get free translation or interpretation of the document.

Part F: Monitoring and Quality Control

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

Feedback from families will be gathered formally on the Learning Environment Survey and our Parent School Leadership Team Survey. We will also gather feedback informally through family conversations and interactions at all parent meetings.