



**2015-16**  
**RENEWAL SCHOOL**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(RSCEP)**

<b>DBN: (i.e. 01M001):</b>	<b>19K328</b>
<b>School Name:</b>	<b>P.S. 328 PHYLLIS WHEATLEY</b>
<b>Principal:</b>	<b>BARBRA GEDACHT</b>

## Renewal School Comprehensive Educational Plan (RSCEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: PHILLIS WHEATLEY School Number (DBN): 19k328  
PRE-K – GRADE 5

Grades Served: \_\_\_\_\_

School Address: 330 ALABAMA AVENUE BROOKLYN, NY 11207

Phone Number: 718 345-9393 Fax: 718 345-6566

School Contact Person: BARBRA GEDACHT Email Address: BGEDACH@SCHOOLS.NYC.GOV

Principal: BARBRA GEDACHT

UFT Chapter Leader: ALECIA PATRICK

Parents' Association President: Dilesha Walker

SLT Chairperson: \_\_\_\_\_

Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): \_\_\_\_\_

Student Representative(s): \_\_\_\_\_

**Marianna Perlata, Counseling in Schools**

CBO Representative: \_\_\_\_\_

**District Information**

District: BARBRA GEDACHT Superintendent: JOYCE STALLINGS HARTE  
557 PENNSYLVANIA AVENUE BROOKLYN NEW YORK 11207

Superintendent's Office Address: JSTALLI@SCHOOLS.NYC.GOV

Superintendent's Email Address: 71 8 240-2700

Phone Number: \_\_\_\_\_ Fax: \_\_\_\_\_

**Borough Field Support Center (BFSC)**

BFSC: Brooklyn North Director: BERNADETTE FITZGERALD  
131 LIVINGSTON STREET BROOKLYN, NY

Director's Office Address: \_\_\_\_\_

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BFITZGE2@SCHOOLS.NYC.GOV

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Director's Email Address:

718 935-4300

Phone Number:

Fax:

## **Section 2: Executive Summary and Organizing Principles**

### **The Objective**

The intent of this Renewal School Comprehensive Educational Plan (RSCEP) is to continue to frame a three-year process for each Renewal school and design a comprehensive plan that outlines a strategic path to a paradigm shift in each school at every level. The motivation driving this work is our commitment to providing every child with a school that meets their academic and social-emotional needs. Closely accompanying this imperative is our belief that every school can be renewed and foster a community based culture of learning. The job of the district is to use our position to provide the systemic vision, strategies, and resources to facilitate school renewal through a collaborative effort including all stakeholders.

### **The core values held as essential for the success of the School Renewal Program:**

- A “learning stance” must be held by all community members (district leaders, school leaders, school staff, community-based partners, students and families). The work should be approached with humility and integrity. We must all be willing learners.
- A “theory of action” must guide the work to ensure clarity and coherence.
- Authentic teams that collaborate in the spirit of trust, within and across the various levels of the school community, are prerequisites for successful school renewal
- Schools will be places of robust engagement, anchored in positive youth development, ensuring that the school environment is welcoming and empowering for students, families and community members.
- Strong professional development/learning is a fundamental part of our work.
- The school renewal implementation must be simultaneously dynamic and responsive as well as sustained over the three year period of renewal.

### **The organizing Theory of Action that guides the [School Renewal Program](#) strategy:**

*By using the Six Elements of the Framework for Great schools as our improvement structure, we seek to align instructional coaching and leadership development with structural supports in order to build staff capacity. Using schools instructional foci, school leaders and staff will implement changes in curriculum, instruction, school culture and structures so that there are sustainable improvements in student outcomes and school culture.*

### **The arc of the School Renewal Program strategy:**

In order to attain high levels of achievement for all students in Renewal schools we must build capacity to increase student achievement through the adoption of new attitudes and behaviors, research based strategies that improve teacher practice, coupled with the use of clear data driven supports for building students’ skills in the content areas and increasing student engagement. We are particularly prioritizing reading and writing across the curricula. The use of student learning data will drive instruction through strong teacher teams; onsite, job embedded professional learning and problem solving, and accountability at all levels of the system: central, district and school - for results. Renewal schools are provided with intensive training, leadership and pedagogical coaching, and structural supports, monitoring of implementation and ongoing feedback and revisions as needed. Further, each Renewal school will become a Community School and strategically partner with community based organizations (CBO) to integrate social services and expanded learning time into the fabric of the school to help them better serve the needs of students. These schools will stand as centers of opportunities where families can get the supports they need to make sure students come to school ready and able to learn.

### **Structure of the Renewal School Comprehensive Educational Plan (RSCEP)**

The Renewal School Comprehensive Educational Plan (RSCEP) will serve as the organizing and overarching document for each Renewal school and will be directly aligned and developed around the elements of the [Framework for Great Schools](#), including the following:

- Establishing an overarching summative vision aligned with elements of the Framework for Great Schools and documenting key areas of celebration and renewal through analysis of assessments and by envisioning what the desired outcome for each school will be at the end of the School Renewal process.
- Setting interim assessment benchmarks that create the path for improvement by focusing on desired outcomes and goals. In this way, the plan will be mapped to the overarching summative vision. In addition to the five discrete goals formed around the elements of the Framework for Great Schools, each school will create an action plan.
- Transformation into a community school in order to increase student and family access to physical and mental health services and other social-emotional supports made available in or near the school.
- Expanded learning opportunities for all students, including additional instruction provided during afterschool and/or summer programming provided in collaboration with community partners.
- Intensive professional development for all staff to ensure effective implementation of curriculum and instruction aligned to the Common Core State Standards (CCSS) and to support staff in effectively responding to the differentiated academic and social-emotional needs of all students.
- Additional, focused strategies to increase parent and family engagement.

## Information on the Framework for Great Schools and the DTSDE

### 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 RSCEP 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 Renewal School Comprehensive Educational Plan (RSCEP) 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 strategies and activities 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 and Renewal Committees 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 five (5) goals and action plans in response to the first five (5) 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.

<b>The Six Elements of the Framework for Great Schools</b>
<b>Rigorous Instruction:</b> 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.
<b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
<b>Collaborative Teachers:</b> 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.
<b>Effective School Leadership:</b> 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.
<b>Strong Family-Community Ties:</b> School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
<b>Trust:</b> 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.

### **Accountability Tools 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 informed by the New York State Education Department’s (NYSED) Diagnostic Tool for School and District Effectiveness (DTSDE) Tenets, the American Institute of Research (AIR) Needs Assessment, the NYCDOE’s Quality Review Indicators and other quantitative and qualitative data.

### **NYSED’s Six DTSDE Tenets**

To strengthen the existing system, the NYSED has developed a tool that captures the best practices from each of the current tools – they call it a Diagnostic Tool for School and District Effectiveness. This new tool encompasses multiple instruments such as interviews, classroom observations and surveys. The protocol will begin with a clear and cogent statement of the optimal conditions of an effective school and the instruments comprising the protocol will measure how close or far away a particular school is to the optimal conditions identified. Once reviewed, the school and district will create a strategic plan to address the areas in need of improvement. All Priority and Focus Schools and Focus Districts must use the new tool; and districts that are required to submit District Comprehensive Improvement Plans and Comprehensive Education Plans also will use the tool.

The DTSDE protocol includes a rubric, which identifies clear and coherent expectations of the optimal conditions of an effective school and school district across the following six tenets:

1. Tenet 1: District Leadership and Capacity
2. Tenet 2: School Leader Practices and Decisions
3. Tenet 3: Curriculum Development and Support
4. Tenet 4: Teacher Practices and Decisions
5. Tenet 5: Student Social and Emotional Developmental Health, and
6. Tenet 6: Family and Community Engagement

### **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 RSCEP Development**

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists in every Renewal school and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the American Institute of Research (AIR) needs assessment, the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** For schools that received an Integrated Intervention Team (IIT) School Review Report, enter the HEDI rating for each assessed Statement of Practice (SOP) in Part 1A of the needs assessment. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your most recent Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data.
- **Step 4:** Create a summative vision for the elements of the Framework for Great Schools.
- **Step 5:** Revisit your school's current goals, and 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 have identified, and will let your school community know when you have reached your goal.
- **Step 6:** 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 7:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 8:** Complete the Expanded Learning Time (ELT) and the Community School sections.
- **Step 9:** 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 strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust practices 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 3: School Leadership Team (SLT) Signature Page**

**Directions:** All SLT members are expected to sign this page to confirm their participation in the development of this Renewal School Comprehensive Educational Plan (RSCEP). SLT members’ signatures indicates that they have been consulted with and given the opportunity to provide feedback on the plan and the plan’s alignment with the school-based budget to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Expanded Learning Time, Community School initiative, 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.

On the chart below:

1. List the names of each SLT member in the second column.
2. In the first column, indicate using an “X” if the person is an SLT member.
3. In the third column, record the position and constituent group represented such as staff, parent, student, Community Based Organization (CBO), or other contributor. Core mandatory SLT members are indicated by an asterisk\*.
4. 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 RSCEP, not approval.
5. 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.

Check if SLT	Name	Position and Constituent Group Represented	Signature (Blue Ink)
x	BARBRA GEDACHT	*Principal or Designee	
x	ALECIA PATRICK	*UFT Chapter Leader or Designee	
x	Dilesha Walker	*PA/PTA President or Designated Co-President	
x	MIRANDA SUMPTER	DC 37 Representative (staff), if applicable	
		Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Marianna Peralta Counseling In Schools	Community School Director (staff)	
		Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)	
		Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)	

Check if SLT	Name	Position and Constituent Group Represented	Signature (Blue Ink)
x	VINCENT PERILLO	Staff/Parent/Other Contributor	
x	ARABIA DAVIS FRANK	Staff/Parent/Other Contributor	
x	ALECIA TAYLOR	Staff/Parent/Other Contributor	
x	Temika Robertson	Staff/Parent/Other Contributor	
	Shawn Carter	Staff/Parent/Other Contributor	
		Staff/Parent/Other Contributor	

## Section 4: Renewal School Narrative

In a brief narrative, describe the current state of the Renewal school addressing the following:

1. Provide 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. What are the school's beliefs about student learning?
3. Identify any special student populations that the school has and what their specific needs are.
4. Describe the elements of the Framework for Great Schools in which the school made the most progress over the past year, and which elements remain most challenging. Be sure to include the historical progress the school has made with establishing family and community partner engagement.
5. List strong partnerships that currently exist with CBOs and or indicate whether this has been a challenge.
6. Summarize the Expanded Learning Time (ELT) opportunities that have been offered to your students this year.

RSCEP - Section 4

PS 328 is a PreK-Grade 5 elementary school, located in East New York, Brooklyn. Currently there are 290 students. For the last ten years, ending in 2014, 328 was a Pre-K –Grade 8 school. As the school was restructured and the middle school truncated, HYDE LEADERSHIP Charter School was co-located and now uses two floors within the school building, and shares common space, such as the cafeteria, auditorium, gymnasium and school yard. The NYSED has categorized PS 328 as a Priority and Focus School. PS 328 is 100% Title I. The majority of students reside in the NYC housing surrounding the school and 1/3 of the students are currently living in temporary housing (shelters) located in close proximity to the school building. In October 2014, PS 328 was designated as a Renewal School by the NYS DOE.

Under new leadership, as of August 2013, PS 328 applied and was awarded a School Improvement Grant (SIG) for three years, beginning in September 2014. In May 2015, the SIG was extended to 5 years by the NYSED. There are currently 30 teachers and all but one have been employed at 328 for more than 12 years. In addition, there is one Assistant Principal who has been at the school for 11 years.

Using SIG funds, the school made several personnel changes which include full time literacy/math coach, reassigned a teacher as a .5 coach who also teaches Science and Math, hired an F status early childhood staff developer (3 days) and two outside literacy consultants who each provide 40 days of Professional Development. In addition, SIG funds are supporting partnerships with the New York Historical Society and Studio in a School. Both partners are providing direct instruction to students through targeted programs and professional development for teachers.

The Mission Statement of PS 328K states "Public School 328 is dedicated to educating the mind and spirit of each child. We emphasize the principles of dignity and self worth. We believe in an academic program that is challenging and based on the concept that high expectations will yield high achievement. We apply the Common Core Learning Standards to achieve excellence in all academic areas. Our mission expects the same high standards of excellence for all students in General Education and Special Education. The home and school work together as partners for progress. Our students are encouraged to use their words and actions to show respect and responsibility for themselves, their friends, their teachers and their community".

In reviewing the NYC School Survey Report 2014-15 and the Framework for Great Schools Report 2015, PS 328 has made significant growth in the areas of Supportive Environment, Collaborative Teachers, and Trust, as evidenced by a score of 91%-92%, meeting or exceeding the Citywide Average. Under the category of Collaboration the report cites inclusive classroom instruction, reflective dialogue, peer collaboration and a focus on student student learning as areas that show evidence of significant growth. In the area of Supportive Environment, PS 328 scored above citywide average in classroom behavior, social-emotional measure and Press toward Academic Achievement. In the area of Trust, the areas that were deemed above citywide average are teacher-principal trust, and teacher-teacher trust. The areas where the findings were below the citywide average are Rigorous Instruction and Strong Family and Community Ties. Under the scope of Rigorous Instruction, there was growth and performance in the area of Common Core Shifts in ELA. Continued Professional Development opportunities that directly address rigorous instruction, including questioning, a heightened focus on content areas (social studies and science literacy) and additional training and support for the full

implementation of the Teacher's College ( TC )Writing Initiative during the instructional day and during Expanded Learning Time is anticipated to result in improved metric values in this area.

All but 4 teachers are staying for ELT and are focusing this time on Writing In the Content Area. Using the skills and strategies they have developed through the TC writing initiative, they are dedicating this time to instruction in the content areas of social studies and science and developing writing tasks that assess their students ability to convey important concepts, information and details in a structured and organized writing piece.

As part of the NYC Renewal School Initiative, PS 328 has become a Community School and is partnered with Counseling in Schools who are working with the Parent Coordinator, Family Assistant, and other staff members to increase Parent Involvement and Engagement. PS 328's metric value of 84% was 1% under the Citywide Average. The Framework for Great Schools Report shows 94% for teacher outreach to parents, but 74% for parent involvement in the school. The addition of the Community Based Organization (CBO), Counseling in Schools (CIS) with four full time staff members are expected to show significant growth in parent involvement at PS 328. Initially the focus of the CBO was the provide mental health support services for students and their families, but the administration and the CBO Directors have been in discussion regarding the role of the CBO and the expected outcome of their work at PS328. The emphasis on parent engagement and involvement has been stressed. The administration and the CBO are dedicated to addressing the challenge of combining the counseling services and parent engagement expectations to support the school.

The administrators and the newly formed instructional team have begun their work in developing a newly designed CCLS aligned academic program that is literacy and content based and provides scaffolds so that all students have access to the curriculum and can be successful. Using SIG funds, teacher teams are working collaboratively with instructional support staff to develop curriculum maps that provide multiple points of entry for all students and have a challenging culminating writing activity and project embedded into the student engagement. Our instructional focus is "WRITING- Students will engage in writing activities for a variety of purposes and audiences that are both cognitively challenging and accessible. Lesson and unit plans will provide opportunities for instructional supports and independent practice, increase academic vocabulary and introduce students to multiple forms of texts on various levels of complexity appropriate to the grade level with the purpose of developing each student's individual writing skills that support college and career readiness." As part of the NYC Renewal School Initiative, Teachers in Grades 1-5 and the early childhood staff developer have attended 3 day Writers Workshops at Teachers College to develop and strengthen their instructional practice in teaching writing skills and strategies to students. Teachers and the staff developer have turn-keyed this training to other teachers and the early childhood literacy consultant, who has been trained in TC Writers Workshop, is supporting the development of the TC writing initiative at PS 328. Three teachers will be attending 5 days of intensive training in TC Writers Workshop and 5 days of intensive training in Independent Reading from Pearson in July.

The integration of technology in all classroom instruction PreK-5 has been the primary focus of our School Improvement Grant and Renewal Plan based upon a needs assessment done in October 2013. Prior to 2013, there was no working technology (Smartboards, desktops or laptops) available in the classrooms. Classes received technology instruction one period a week in the Computer Lab. Using SIG funds, there are now Smartboards in every classroom. 17 teachers received 20 hours of Professional Development from TEQ and are Smartboard certified. Numerous educational software programs including Achieve 3000, Imagine Learning, Raz Kids, MyOn and IXL have been purchased and are being implemented in the classroom as part of the instructional day as well as the afterschool program. Additional professional development in utilizing these software programs has been provided to all staff members during the 80 minutes of PLO on Mondays, with additional classroom support provided by the vendors. Currently, there are approximately 120 lap tops and 12 desktops in the classrooms. We have recently received a RESOA grant and an additional 32 desktops and laptops and Smartboards for the PreK classrooms, Science Lab and ESL classroom have been purchased. The Principal's goal is that at the conclusion of the SIG grant and Renewal School Initiative there is a computer for each student. More than 20 ipads have been purchased and are currently being used in some of the early childhood classes, by related service providers and in the ESL classroom. In addition, ELA and Math baseline and benchmark assessments are now administered on-line and report cards are completed on line. In October 2015 the school received an additional 146 laptops and 90 ipads through federal Race to the Top funds. Currently, there is at least one electronic device for every student in the building. Teachers are receiving on going training and support in

utilizing the technology effectively in the classroom with multiple entry points, differentiation and targeted instruction to meet the needs of each student. The integration of technology in the classrooms has directly increased student engagement and attendance, resulting in a profound decrease in behavioral incidents throughout the school. The new curriculum and instructional shifts is retraining and enabling the teachers to move from direct instruction to small group instruction which better meets the needs of all students. All students have equal access to a rich academic program with academic, social and emotional supports that enable them to progress and show achievement. Student achievement in academics, sports, the arts, and social and emotional development are acknowledged and celebrated. A newly formed club program has been developed for students in grades 2 -5 as well as specific students who have been identified in Grades K-2. The club program includes Chorus, Wrestling, Basketball, Dance and Theatre Arts, Future Scientists Club, Chess and Math Games, Technology Club, and ESL Club. In collaboration with the newly contracted CBO "Counseling in Schools" we are expanding the club program for the 2015-16 school year and are presently in the process of developing a Saturday enrichment program for the students with planned activities that include parents, including trips.

PS328 has become a safe and supportive environment where students are treated with respect, are made to be responsible for themselves and others and have the tools needed to be college and career ready. All systems and structures have been closely examined, revised or changed to meet the needs of all students. The organization of lunch room systems and procedures has been completely redesigned to ensure a safe and orderly environment for all students. The school wide focus on writing in all subject areas and the instructional shift towards balancing fiction and non fiction texts, academic vocabulary and varied levels of text complexity are expected to result in increased students progress and performance in all academic areas.

## 19K328 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	289	SIG Recipient	YES
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	96.1%	% Attendance Rate			85.5%
% Free Lunch	96.4%	% Reduced Lunch			2.6%
% Limited English Proficient	13.5%	% Students with Disabilities			20.5%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.8%	% Black or African American			56.1%
% Hispanic or Latino	39.7%	% Asian or Native Hawaiian/Pacific Islander			1.0%
% White	2.1%	% Multi-Racial			0.3%
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	1.24	# of Assistant Principals (2014-15)			1
# of Deans (2014-15)	1	# of Counselors/Social Workers (2014-15)			2
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			4.2%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	N/A	Average Teacher Absences (2013-14)			11.63
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	3.2%	Mathematics Performance at levels 3 & 4			3.7%
Science Performance at levels 3 & 4 (4th Grade)	73.0%	Science Performance at levels 3 & 4 (8th Grade)			6.5%
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		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
Priority School	X				
<b>Accountability Status – Elementary and Middle Schools</b>					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			NO
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	YES	Limited English Proficient			NO
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	YES	Limited English Proficient			NO
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	YES				
<b>Accountability Status – High Schools</b>					
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, Summative Vision, 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. *(Aligned to DTSDE Tenet 3: Curriculum Development and Support)*

**Part 1 – Needs Assessment**

<p><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:</b></p> <ul style="list-style-type: none"> <li>For Renewal schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), the American Institute of Research (AIR) Needs Assessment, and other relevant qualitative and quantitative data.</li> </ul>		
<b>Tenet 3 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
3.2	The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.	D
3.3	Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.	I
3.4	The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.	I
3.5	Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.	D
<p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective.</li> <li>Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (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.</li> </ul>		
<p>Based on the 2014 IIT and QR, there is a need for a rigorous and coherent curricula, aligned to the CCLS and includes lesson and unit plans that include data driven instruction. Using SIG funds, two literacy consultants were hired with the express purpose of working with the teachers on developing curriculum maps for the ReadyGen literacy program and content subjects. These consultants each work 40 days throughout the school year and are assigned to specific grades; PreK- 2 and 3-5. A full time coach/data specialist, a 3 day/week F status early childhood staff developer and reassigned teacher as a .5 coaching position to support math and science instruction were added. This instructional team had to work backwards and begin by supporting teachers in modifying the ReadyGen literacy program, learning to write lesson plans and working collaboratively to develop units and curriculum maps in all content areas. Special education teachers receive additional support from the Special Education Support Intervention Specialist who has been assigned to PS 328 to support classroom/academic instruction and provide 1:1 and vertical team professional development for all Special Education teachers and support staff. Additionally, the Special Education Support Intervention Specialist has presented whole staff and 1:1 professional development for special education teachers, the coaches and consultants. For the 2015-16 school year National Teachers Network was hired to provide 9 days of intensive professional development for teachers in grades 3-5 to specifically support math instruction, as a result of the Framework for Great School Survey that showed evidence of need, particularly in the area of Common Core Shifts in Math.</p>		

The ESL teacher was receiving additional support from DOE specialists and through a collaborative partnership with NYU Steinhart Program. An F status retired ESL teacher has been hired and will begin in November 2015, focusing AIS and RTI services for former ELL students and at risk targeted students in Grades 2-5.

The PS 328 Instructional Focus for 2015-16 remains to develop writing skills through targeted instruction in all grades. The Instructional Focus states “WRITING - Students will engage in writing activities for a variety of purposes and audiences that are both cognitively challenging and accessible. Lessons and unit plans will provide opportunities for instructional supports and independent practice, increase academic vocabulary and introduce students to multiple forms of texts on various levels of complexity appropriate to the grade level with the purpose of developing each student’s individual writing skills that support college and career readiness.”

Teachers are expected to work collaboratively to utilize the strategies taught through the TC Writing Initiative to develop scaffolded writing tasks that are the culmination of the content based curriculum maps they have designed.

In addition to designing and implementing a coherent curriculum, teachers needed intense professional development on how to teach students to write. Teacher teams worked collaboratively, with support by the staff developer and literacy consultants, to develop each writing task and a rubric that were challenging and provided scaffolded support for students. All final writing pieces, together with the drafts of the student’s work were reviewed by the Principal. Teachers meet 1:1 with the Principal and receive individual feedback and support in developing skills to support student achievement in writing. Four teachers are registered for 2 full weeks of professional development on Independent Reading and TC Writers Workshop at Teachers College, Columbia University. The full time coach is also an experienced Data Specialist. Beginning in September, all students in Grades K-5 are assessed on line using Scholastic Reading Inventory (Lexile score) for literacy and Scantron for math in Grades 3-5. Students in the lower grades used the GoMath unit tests. In addition teachers assess students using Fountas and Pinnell and CARS to develop reading levels and item skills analysis data. As part of the Renewal School Initiative, all students in Grade k-2 were assessed in October 2015 using the Gates-MacGinitie Assessment.

The Data Specialist/Coach works daily with the teachers, individually, as teacher teams or as a whole group to review instructional decisions and data. The Data Specialist/Coach is also the point person who works collaboratively with the other members of the instructional team so that all members are informed about the work that is developed when they are not in the building and monitors that next steps are being implemented.

This year the Data Coach has begun to develop a Data Wall the clearly displays all information about each student and lists students based on RTI levels.

The administration meets with members of the instructional team to address areas of concern and to monitor that progress is evident, initiatives are being implemented and deadlines are being met. The teachers have begun to take ownership of the curriculum and are working on developing curriculum maps that provide multiple entry points, differentiation, rigorous writing tasks and integrate technology. Students are assessed 4 times throughout the school year – September, December, March and June. The administration and the instructional team use the data to determine progress by grade, class and individual students and make changes in student support based on the data and teacher assessment

There was evidence of the need to increase student engagement which is being addressed by programs presented by our partnerships with the New York Historical Society, Studio in a School and the Brooklyn Botanic Gardens. The social and emotional needs of the students are addressed by the Guidance Counselor, the Academic and Behavioral Intervention Specialist, the administrators, paraprofessionals, the Family Workers and school aides.

## **Part 2 – Summative Vision for Rigorous Instruction**

In a narrative, outline the Renewal school’s vision for this element, upon completion of the Renewal Program. Consider the following questions:

1. What curricula will be implemented? How will it be scaffolded for all students? What academic programs (CTE, AP, etc.) will be implemented? How will the instructional shifts be evident?
2. What rigorous learning experiences will students engage in through Expanded Learning Time?
3. What will the pedagogical practice look like? What will the mode of instruction be? What will classes look like?
4. How do the teachers use multiple entry points to ensure the success of every child?
5. How will consistency be supported across school faculty and community educators and across a longer learning day?
6. What will the assessments be? How will the data be collected and used? Who will analyze it and see that next steps are taken pedagogically and with regard to curricular revisions?
7. What percentage of students do you expect will show measurable growth in ELA and Math by year 2? (Elementary and Middle Schools)
8. What percentage of students do you expect will be at college readiness in English and Math by year two? (High Schools)
9. What graduation rate do you aspire to achieve by year two? (High Schools)

Presently all classes from Grades K-5 are implementing the Pearson ReadyGen literacy curriculum during ELA instructional periods. Teachers are moving away from the Ready Gen Performance Based Assessments and are implementing the TC Writing Initiative writing activities. Teachers in every grade were either sent to TC for training last Spring, attended a full week of training during the summer or are being trained this year at TC. Teachers are following the TC Writing Program with fidelity and using those genres and strategies to create an additional writing task that addresses the content based instruction taught during Expanded Learning Time. Students are working on two writing pieces at the same time, with different deadlines. Emphasis is also on incorporating academic vocabulary into content based

instruction that will be evident in the student writing.

Each grade level teacher team has begun to work collaboratively with the literacy consultants to modify the ReadyGen literacy program to include multiple entry points for all students, including SWDs and ELLs and more developed writing activities. Teachers have begun to implement having students using differentiated software programs in the classrooms, such as Imagine Learning, Achieve 3000, IXL, RazKids, MyON. Additionally, teacher teams are working with the instructional team members to develop curriculum maps for math, social studies and science that address academic vocabulary, levels of text complexity, and balancing literacy and informational texts. Teachers are moving away from whole class instruction and are integrating guided reading into their daily practice. Students are working in pairs, groups and/or independently as teachers provide small group instruction and conference with students for reading and writing. Students will be assessed on line four times a year and teachers will continue to utilize the data from Scholastic Reading Inventory (SRI), GoMath, Scantron, and various software programs to determine next steps and additional academic supports as needed. The Data Specialist/Coach will review and disaggregate the data and the administration and instructional team together with teachers will analyze the data to determine next steps and effectiveness of instruction.

The data from the 2015 NYS ELA Assessment shows growth from 3% to 6% of students in Grades 3-5 scored Level 3 and/or 4. Our goal is 10% of the students in Grades 3-5 will score a Level 3 and/or 4 on the NYS ELA Assessment in June 2016. Specifically, all students in grades K-5 will continue to be assessed in literacy using the Scholastic Reading Inventory. Students in Grades 3-5 and students in Grade 2 who have successfully tested out of the SRI phonemic awareness assessment will be tested on Comprehension and will receive a Lexile score. Additionally, teachers will use Fountas and Pinnell to determine individual reading levels. The SRI will be administered four times a year: September, December, March and June.

The data from the 2015 NYS Math Assessment shows growth from 5% to 15% of students in Grades 3-5 scored a Level 3 and/or 4 in Math. Our goal is 20% of students in Grades 3-5 score a Level 3 and/or 4 on New York State Assessments in June 2016. All teachers in Grades K-5 will administer the Beginning of the Year assessment from the GoMath program and will continue to administer the Unit Tests as per the grade pacing schedule and the End of Year assessment in June. Teacher will also administer the Predictives and Performance Based Assessments from the GoMath program. Teachers

will receive additional support from the National Teaching Network, a vendor providing individualized math professional development in Grades 3-5.

Students in Grades K-5 will take the NYC ELA Performance Assessments as part of the teachers MOSL in September and May. Students in Grades K-2 will take the NYC Math Performance Tasks in September and May and Students in Grades 3-5 will take the SCANTRON Math Assessments 4 times a year – September, December, March and June. Data from these assessments will be reviewed by the teachers individually, as a grade, in targeted subgroups and as whole school data with support from the Data Specialist. In addition to the NYC Report cards that will be completed in November and March, a progress report will be sent home to all students at the end of January.

During Expanded Learning Time all students in grades K -5 are given the opportunity to receive 5 additional hours of instruction on Tuesday, Wednesdays, Thursdays and Fridays beginning in September and ending in June . ELT is optional for PreK Students. Currently there are 25 PreK students who are remaining for the 5 additional hours of instruction. In addition, there is an afterschool Scholar's Academy for 1 extra hour of instruction which is held on Tuesdays, Wednesdays, and Thursdays for students in grades 1-5, extending the instructional day to 4:35 p.m. A Friday afternoon 1 hour club program for students in grades 3-5 and targeted students in grades 1-2 began in October 2015 and will end in June. Students select a club activity– Theatre Arts, Wrestling/Basketball, Technology, Future Scientists, Chess & Math Games, or Chorus. Based on parent engagement surveys, a Saturday enrichment, sports and arts program will be developed by the CBO. This program will include activities for students and their families and trips to cultural institutions in NYC.

### **Part 3 – 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 consistent with the expectations in part 2, responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Indicate the qualitative or quantitative evidence that will demonstrate the goal was reached.

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By June, 2016, there will be an increase in rigor in ELA instruction as measured by an .09 increase in Average ELA Proficiency Rating on the Renewal School Student Achievement Benchmarks

### **Part 4 – Action Plan**

<p><b>Activities/Strategies:</b> 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"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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).</li> <li>• Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p><b>Curriculum Development:</b></p> <p>Implement CCLS aligned literacy curriculum that fosters critical thinking skills through questioning and reflects the CCLS shifts:</p> <p>Curriculum Maps will be modified based on student achievement results and feedback from SY 14-15. Explicit scaffolds and best practices will be added.</p> <p>Implement Independent Reading and TC writing initiative to develop independent reading stamina and improved writing skills for all students.</p> <p>Fully develop content based curriculum maps in literacy/social studies and literacy/science that incorporate instructional shifts and provide access for all students through multiple points of entry.</p> <p>Continue to embed educational software programs into daily instruction to increase access for all students in all classrooms.</p> <p>Social Studies/Literacy/Art: Continuation of partnership with NY Historical Society. Teachers will focus on creating units for K, and additional unit for Gr 1 &amp; 2.</p> <p>Literacy/Science/Math: Continued integration of STEM units in hands on instruction in grades K-5</p>	<p>All students in grades PreK-5</p>	<p>September 2015 – June 2016</p>	<p>Administration, instructional team, teachers and staff, CBO, Partners</p>

<p>Achieve 3000, MyOn, IXL and Imagine Learning will continue to provide multiple points of access and curricular supports for all students, including ELLs and SWD's.</p>			
<p><b>Professional Development</b></p> <p><b>Literacy Support Systems consultants, F status staff developer and coaches will provide the following PD :</b></p> <p>Next steps in lesson planning and questioning that focuses on critical thinking and elevating student discussion and use of academic language, including Socratic Circles in Grades 4-5,</p> <p>the full development of scaffolded curriculum maps &amp; lesson plans for math, literacy, ss, science that include Depth of Knowledge questions to increase rigor in lessons and assessments. Development of content based curriculum maps with writing tasks that mirror the genre writing units from Teacher's College Writing Initiative.</p>	<p>All pedagogical and support staff</p>	<p>September 2015-June 2016.</p>	<p>Administration, ESL Teacher, Academic Support personnel, classroom teachers, CBO, Partners</p>
<p><b>Support Services:</b></p> <p>19K328 will:</p> <p>Provide mandated programs for ELL students and provide support for former ELLS through additional academic support in small groups.</p> <p>Utilize technology program Imagine Learning to address needs of ELL students.</p> <p>Provide mandated services for SWD through SETSS or Self-contained instructional programs.</p> <p>Provide additional support for at-risk students prior to referral via an RTI framework. Continued use of technology and small group instruction, scaffolded materials, and multiple entry points.</p> <p>Continue to review and revise academic/behavioral intervention support program to address the needs of targeted students in Tier II and Tier III RTI Grades K-5.</p> <p>Continue to provide social/emotional support for all students including SWDs, ELLs and STH and additional social/emotional student support during breakfast, lunch and dismissal from</p>	<p>Special Education students, at risk, bottom 1/3 students, Ells, students in need of social/emotional support</p>	<p>September 2015-June 2016</p>	<p>Administration, Special Education teachers, paraprofessionals, Guidance and student support staff, CBO</p> <p>F status ESL teacher</p>

<p>Academic/Behavioral Intervention Specialist and Behavioral Specialists from CBO.</p> <p>Schedule all out of classroom and cluster teachers and F status teachers to provide AIS support services for targeted RTI level II students in grades K-5:</p> <p>K-1st grade: F-status instructor provides pull out 1:1 and small group support for RTI Level II and III students. Para will be trained in Reading Rescue and provide support for targeted first grade students. Additional support with Reading Rescue will be provided by VistaCorps providers.</p> <p>2<sup>nd</sup> /3rd grade: A dedicated AIS instructor provides push-in or pull out 1:1 and small group support for RTI Level II and III students. SETSS provide will provide support for mandated and at risk students.</p> <p>4th grade: Will continue to have additional push-in/pull-out support for Level II and III RTI students from academic/behavioral intervention specialist and SETSS provider</p> <p>5th grade: Students received academic support from ESL teacher, and .5 coach for RTI Level II and III students.</p> <p>School guidance counselor and two family workers will provide at risk behavior support and monitored attendance for students. CBO Director and staff will provide additional social and emotional support for students.</p> <p>Small class size in all grades will be maintained.</p>			
<p>The school will continue to provide workshops, newsletters and outreach programs to all families to communicate information regarding the instructional programs, expanded learning time activities and social and emotional support services available. Utilize the CBO to provide additional support for families of ESL and STH students.</p>	<p>Families of all students including SWDs, ELL and STH</p>	<p>September 2015-June 2016.</p>	<p>Parent Coordinator, Family Workers, ESL teacher, Teachers, Instructional Team, CBO</p>

**Part 5 – Budget and Resource Alignment**

**Part 5a.** Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

SIG funding provides the following resources for this goal:

2 Coaches (1 x 1.0 FTE, 1x.5FTE) for literacy and math, F-status teacher for Staff Development and RTI/AIS

Partnerships: Literacy Support Systems, NY Historical Society, Studio in a School, Brooklyn Botanic Gardens

Instructional resources: Achieve 3000, Imagine Learning, Raz Kids, Starfall, MyOn. F status ESL teacher funding is provided by Priority and Focus funds.

Tax Levy/Title I conceptually consolidated funds provide personnel.

**Part 5b.** 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	X	P/F Set-aside		21 <sup>st</sup> Century		C4E
X	Title I 1003(a)	X	Title III		PTA Funded	X	SIG or SIF Grant		School Success Grant		Other

**Part 6 – Progress Monitoring**

**Part 6a.** 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.

By February 28, 2016, 50% of students will have demonstrated progress in literacy as evidenced by increased performance level/Lexile scores from the Scholastic Reading Inventory (SRI).

**Part 6b.** In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

**Section 5: Needs Assessment, Summative Vision, 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. *(Aligned to DTSDE Tenet 5: Student Social and Emotional Developmental Health)*

**Part 1 – Needs Assessment**

<p><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:</b></p> <ul style="list-style-type: none"> <li>For Renewal schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), the American Institute of Research (AIR) Needs Assessment and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>		
<b>Tenet 5 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
5.2	The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.	I
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.	I
5.4	All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school’s vision.	I
5.5	The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.	I
<p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective.</li> <li>Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (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.</li> </ul>		
<p><b>Strengths</b></p> <p>As a result of key social/emotional supports and focused attention, student attendance, particularly in grades 3-5 increased. Presently, the average daily attendance hovers at 90%. Issues involving students in temporary housing and low attendance in PreK and Kindergarten are being addressed by a dedicated Attendance Teacher, a Family Assistant and the Parent Coordinator.</p> <p>In SY 2013-2014 there was one guidance counselor to address the needs of 375 students in Grades PreK-5 and 52 8th grade students. The .5 Dean also taught science to 4th, 5th and 8th grade students and provided AIS services in Math for targeted students. The 52 eight grade students (final graduating class of the middle school) exhibited many inappropriate and disruptive behaviors that impacted on the school culture and climate. With the loss of the 8th grade OORS reports have significantly decreased. There were 35 OORS reports in 2013-2014 and 17 OORS reports for 2014-15. For the 2013-14 school year there was 6 Superintendent Suspensions; in 2015-16 there was 1.</p> <p>The school was recently 2/2015 rated Proficient on the QR for school climate and culture.</p>		

The school culture has become a safe and nurturing environment where students feel valued and have personnel that they can go to that will address their needs and concerns. Students are engaged in appropriate educational instruction throughout the day.

Protocols were set to diffuse situations and the Guidance Counselor, Academic/Behavioral Intervention Specialist, family worker and administrators are available to support students in a crisis. In September 2015, as part of the NYC Renewal School Initiative, Counseling in Schools was selected as the CBO partner in the Community School program. A bilingual Community School Director was selected to address the needs of the 38% of Hispanic students and their families.

The introduction of technology into daily instructional practice, the introduction of visual arts programs through partnerships with the NY Historical Society and Studio in a School, the expansion of the dance program to include theatre arts, and the Friday clubs program are increasing implementation of pedagogical strategies that address the needs of all learners have increased student engagement and substantially lowered the number of classroom incidents at the school.

These changes have allowed the Academic/Behavioral Intervention Specialist to refocus this position and provide RTI/AIS support specifically for students in grade 4, provide social/emotional support for all students including SWD and ELL students and additional social/emotional student support during breakfast, lunch and dismissal and ELT.

The school guidance counselor and family worker provide at risk behavior support and monitor attendance for students. A newly assigned Attendance Teacher and CBO personnel assist in parent outreach and student engagement. The Friday student club program is well attended and provides creative, physical and academic engagement for students.

Based on parent surveys and requests, the CBO is developing a Saturday enrichment program that will provide academic, sports/arts, social and emotional programs and activities and day trips for students and their families. The CBO, Counseling in Schools, has 4 full time staff members including the Director who provides bilingual support for Hispanic students and families, a clinical social worker, an art therapist and an AmericaCorp Parent Engagement specialist. During the SY 2014-2015 the following needs were identified and are being addressed through additional DOE support staff, reassignment of DOE staff and the CBO personnel.

Additional support resources for families of students, particularly students in temporary housing.

Additional academic intervention supports for struggling students and former ELL students.

Additional support to address chronic attendance and lateness issues

Additional opportunities to use technology to address individual needs of students. Extended Learning Time programs after the instructional day and on Saturdays.

## **Part 2 – Summative Vision for Supportive Environment**

In a narrative, outline the Renewal Committee’s vision for this element, upon completion of the Renewal Program. Consider the following questions:

1. How would you want school stakeholders to describe the school?
2. What do the CBO partnerships look like? How do they sustain and support the social and emotional growth and health of your students?
3. How is student voice and leadership supported?
4. What social-emotional learning framework will your school adopt (RULER, PBIS, etc.)?
5. How should the school be more proactive in promoting improved students social-emotional skills? How should counseling happen?
6. How will your school team measure social-emotional development?

7. How would teachers, community partners, and school leaders use data to respond to student social and emotional needs?
8. Indicate how your attendance and chronic absenteeism rates will improve?

PS 328 should be described as a safe, nurturing, literacy rich, educational environment where all students have access to grade level curriculum with multiple entry points that allows them to make progress in all academic areas. Beginning in September 2015, Counseling In Schools will partner with PS 328 as we transform into a Community School. Presently 1/3 of our students live in temporary housing and these students and their families need additional supports in all areas of health, social and emotional growth. The addition of bilingual personnel from the CBO will enable the school to provide more individualized attention to our students and families who are struggling, at risk or in need of additional support. Student academic progress, the decrease in behavioral incidents and increased parent involvement in school activities will be used to measure social and emotional development and the success of these programs. PS 328 has identified the areas where attendance issues are apparent. The Renewal School Benchmark Menu Leading Indicators lists the baseline level of attendance at PS 328 at 86.1% for the 2014-15 school year and identifies a benchmark to be met by 2015-2016 of 91.1%. Currently, classes in grades 2-5 have attendance rates that are more than 91%. The chronic absenteeism is primarily found in PreK and Kindergarten classes. Individual students and their families with recorded attendance and lateness issues have been targeted for support in this area. Additional outreach with temporary housing DOE personnel will be included in the CBO program and specifically addressed with the Parent Coordinator. The attendance teacher, family workers and administration are working with the DOE staff at the temporary housing sites to address attendance issues involving STHs. A collaboration with the Director of Temporary Housing for D. 19 has resulted in several attendance initiatives that has boosted attendance, especially in the upper grades, such as the February 100% Attendance Challenge where students received T shirts and wrist bands, the 100% attendance and improved attendance awards certificates and a free trip to the Queens Hall of Science for all 4<sup>th</sup> grade students as the reward for the highest attendance rate in the school. The administration is planning to expand the incentives and rewards for students with excellent and improved attendance and lateness issues including a parent breakfast for the families of students with excellent attendance.

### **Part 3 – 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 consistent with the expectations in part 2, responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Indicate the qualitative or quantitative evidence that will demonstrate the goal was reached.

By June 2016, PS 328, in collaborative partnership with Counseling in Schools (CBO), will increase parent engagement and involvement at PS 328 as measured by a 10% increase in parental positive responses to questions related to School Culture on DOE School Survey.

### **Part 4 – Action Plan**

<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Engage families and expand their understanding of a supportive environment in order to support their children at home.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</b></p>
<p>Create and maintain a safe social/emotional learning environment for all students, by training staff to utilize additional social/emotional strategies and supports to ensure a safe and inclusive learning environment. CBO personnel will provide staff workshops and 1:1 support for staff members in providing social and emotional support for students and their families.</p> <p>Continue providing a strong, focused RTI/AIS program where DDI identifies student skill gaps and provides supports and services immediately to reduce student frustration and subsequent reactions.</p> <p>Redesign systems and structures regarding addressing attendance and lateness issues to increase attendance by 5% to meet benchmark. Additional effort will be placed on students and families in PreK-2 with attendance/lateness concerns including home visits conducted by the CBO, PC and Family Assistants.</p> <p>CBO and student support personnel will develop partnerships to provide additional health and wellness programs, i.e. vision, dental, &amp; mental health to support the needs of all students, including STH.</p> <p>CBO and school leaders will meet weekly with support staff to review and address attendance and lateness issues. Additional incentive programs will be developed to award students</p>	<p>All students PreK-Grade 5 including SWD, ELL and STHs.</p>	<p>September 2015-June 2016</p>	<p>Administration, classroom/cluster teachers, AIS providers, F status staff developer, coaches, CBO personnel, Guidance counselor, family worker, SBST</p>

and families with good and/or increased improvement in attendance and lateness. School leaders will develop new systems and structures involving the collection of attendance and reviewing attendance and lateness			
As part of the NYC Renewal School Project, Counseling in Schools will provide counseling and services to students and families during/after school and on Saturdays. Workshops will be provided to foster and increase parent outreach and support the school's high ELL and former ELL students and Students in Temporary Housing population. Bilingual CBO personnel will address the needs of ELL and former ELL students.	Identified at risk students and families including SWD, ELL and STHs.	September 2015-June 2016	Administration,  Parent coordinator, guidance counselor, cbo personnel
The school will continue to provide on-going communication with parents through translated documents and notices, the school curriculum newsletter, monthly calendars, parent engagement sessions and PTA meetings. In addition, the Parent Coordinator and CBO will provide workshops that help parents support their children both academically and emotionally. The school will continue to include parents in all celebrations and strategic planning meetings to help improve the school's climate, culture and sense of community. The administration will restructure the Tuesday Parent Engagement Time to develop additional parent/student/teacher engagement activities that will be designed by the teachers.	Parents/guardians of all students PreK – Grade 5	September 2015-June 2016	Administration, classroom/cluster teachers, support staff including guidance counselor, ESL teacher, parent coordinator, family workers, attendance liaison, CBO personnel, school nurse, SBST
Implement a comprehensive ELT Program that includes academic and social-emotional support as well as recreational activities:  Expanded Learning Time – As part of the Renewal School Initiative, the staff voted (SBO) to adopt Option 3 for the Expanded Learning Time model. The school day will be lengthened from 2:20 – 3:35 T - F for all students in Grades K-5. Additionally, SIG funds will provide additional after school programs for students in Grades 1-5. Starting in October students in Grades 1-5 will be offered additional academic support on Wed/Thurs from 3:35 – 4:35. The goal is to keep groups small. Program will focus on reading/writing/math. Students will receive 1:1 support and small group instruction.  Students will have additional opportunity to utilize technology programs during ELT. Students in grades 3-5 will receive additional instruction support, especially in literacy skills and writing –	Students in Grades 1-5 including SWD and ELL students	September 2015 – June 2016	Administration, classroom/cluster teachers, CBO personnel

<p>time allows for 1:1 teacher/student conferencing and differentiated instruction.</p> <p>Expanded Learning Time clubs for students in Grades 3-5 will begin in October for one hour on Fridays – 3:35-4:35 pm.</p> <p>Clubs include: Theatre Arts/Dance, Chorus, Chess and Math Games, Wrestling/Sports, Future Scientists (STEM), Technology, ESL Technology. Club programs foster social skills, and positive social and emotional opportunities. Identified students in grades 1-3 are included.</p> <p>ELT will also include Saturdays (9-12)– March/April prior to state tests (Grades 2-5) and 3 day Winter/February Vacation Academy prior to state tests (Grades 3-5). It is anticipated that the CBO will provide a social/emotional support program on Saturdays.</p> <p>All students including SWDS, ELLS and STH are encouraged to attend. The administration will continue to work with the designated local day care providers to enable students to attend afterschool programs and be picked up at a later dismissal time.</p>			
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**Part 5 – Budget and Resource Alignment**

<b>Part 5a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
SIG funds are used for AIS providers, after school programs, test prep Saturday program in March/April and per session activities. DOE Renewal school funds provide ELT programs and CBO personnel and activities. Title III funds will support ESL programs. Focus and Priority funds provide F status ESL support.											
Counseling in Schools is funded through the Renewal School initiative											
<b>Part 5b.</b> 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	X	P/F Set-aside		21 <sup>st</sup> Century		C4E
	Title I 1003(a)	X	Title III		PTA Funded	X	SIG or SIF Grant		School Success Grant		Other

**Part 6 – Progress Monitoring**

<b>Part 6a.</b> 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.
All students in Grades K-5 will be assessed in Literacy using the Scholastic Reading Inventory (SRI). Based upon the SRI data, and data from NYS ELA assessments, Fountas and Pinnell Level Testing and CARS Item Skill Analysis, students who are performing below grade level will be assigned to a grade specific Level II or III RTI/AIS provider for additional

academic support. Progress monitoring will occur every 8 weeks. Students receiving Level II or III RTI/AIS will also be invited to attend the After School additional 3 hours on Tuesdays, Wednesdays and Thursdays from 3:35-4:35

**Part 6b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

**Section 5: Needs Assessment, Summative Vision, 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. *(Aligned to DTSDE Tenet 4: Teacher Practices and Decisions)*

**Part 1 – Needs Assessment**

<p><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:</b></p> <ul style="list-style-type: none"> <li>For Renewal schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), the American Institute of Research (AIR) Needs Assessment and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>		
<b>Tenet 4 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
4.2	School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.	I
4.3	Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.	I
4.4	Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students’ varied experiences and tailored to the strengths and needs of all students.	D
4.5	Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).	I
<p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective.</li> <li>Summarize your school’s strengths and needs relative this element of the Framework for Great Schools and DTSDE tenet (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.</li> </ul>		
<p><b>Strength-</b> The development of a Data Driven culture that drives instruction and curricular adjustments.</p> <p>In SY 2014-15 PS 328 utilized a dedicated data specialist who supported the school in analyzing formative assessment data gathered through SRI, GoMath and Scantron. Initially after benchmark assessments given in September and October, the data specialist met 1:1 with each teacher to review individual and class data, trends and patterns. This data was used at grade team meetings during their weekly double period meetings. Teachers were able to look at disaggregated data and determine trends and gaps in student skills. This analysis was then used to create scaffolds and supports, AIS schedules, and targeted students who could benefit from additional help during the school day with AIS or after school in ELT. In addition to the quantitative data that included item skills analysis, teachers gave monthly TC writing assessments in addition to Ready Gen Performance Based Assessments and GO math Unit Tests that were then analyzed by both the administration and the grade teams. Analysis was used to determine class groupings and the need for curricular and pedagogical adjustments throughout the year.</p> <p>Teachers in grades 3-5 also administered the Fountas and Pinnell literacy assessment to determine reading levels and Comprehensive Assessment of Reading Skills (CARS) three times during the school year to identify an items skills analysis of each students strengths and weaknesses. Based on the data from the SRI, GoMath and Scantron, the majority of students made considerable growth. Additional supports including RTI/AIS were given to students who did not show progress based on the assessments.</p>		

**Needs** – For SY 2015-16, the Data Specialist has developed a Data Wall to capture and display student information and monitor individual student progress. Working with the literacy consultants, teacher teams have begun to create curriculum maps for ELA/ReadyGen, Math, Social Studies/Literacy and Science/Literacy that include TC Writing tasks with differentiated activities. Teachers utilize the content based materials that represent the varied levels of text complexities to develop social studies and science curriculum maps that support the Writing in the Content Area ELT initiative. Teachers need additional training in using Understanding by Design model and embedding Depth of Knowledge tasks, scaffolded questions, academic vocabulary supports that challenge students on all levels into the curriculum maps. Teachers in the lower grades have expressed the need for additional assistance in designing/modifying the ReadyGen curriculum to include TC writing, phonics instruction, and differentiation. Teachers need additional support in fostering student participation in their learning process, including student led conferences.

## **Part 2 – Summative Vision for Collaborative Teachers**

In a narrative, outline the Renewal Committee’s vision for this element, upon completion of the Renewal Program. Questions to consider:

1. How is the school organized to promote teacher collaboration?
2. What teaching and learning look like? What underlying principles would influence the creation units and lesson plans? Do teachers work on units and lessons in teams?
3. How are teachers providing opportunities for to deepen learning for higher achieving students?
4. What system do teachers use to ensure that every child is safe in their class?
5. What data should teachers review regularly to ensure they plan for individual student needs? Should the teachers review student work collaboratively in teams?
6. How do you intend to use community educators / partners to support a collaborative teaching approach?

Teacher teams on every grade level each have a dedicated 90 minute block during the week to meet and collaborate. Staff developers, coaches or administrators meet with teacher teams to support and guide their work. Additionally, 2-3 times throughout the week teachers on each grade have a single common prep period. Presently, this time is spent in professional development with coaches, consultants and staff developers developing curriculum maps and lesson/unit plans, analyzing and modifying ReadyGen curriculum and implementing the TC Writers Workshop program. Teacher teams have been sent to intervisitations to other schools and have visited colleagues classrooms to observe instruction. As part of the Renewal School initiative one teacher has been designated as a Model Teacher to provide additional support within the school building. The full time coach and .5 coach will continue to support teachers through demo lessons, co-teaching periods, professional development workshops and 1:1 conferences. Teachers have the opportunity to work collaboratively in grade level teacher teams or vertical teams during the Monday 80 minute PLO. The administration will continue to provide coverage and encourage teachers to attend Professional Development workshops outside of the school and then turnkey their knowledge to their colleagues. Teachers are also given additional planning time when substitute teachers are hired to cover classes for portions of the instructional day. Additionally, teachers have the opportunities to work collaboratively afterschool for per session funds to develop curriculum maps and lesson/unit plans. Unit plans and curriculum maps are designed to address the needs of all students, including high achieving students, through differentiated materials and tasks and multiple entry points. Teachers have begun to utilize the technology software (Achieve 3000, Imagine Learning, MyOn, RazKids) to provide leveled materials and supports for all students. Additional professional development on the utilization of these programs will be purchased and provided by the vendors. School leaders will monitor professional development and teacher team meetings and provide feedback and support for teachers. Teachers in need of support with classroom management will work collaboratively with the Academic/Behavioral Intervention Specialists, guidance counselor, school leaders, model teachers and CBO personnel.

## **Part 3 – 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 consistent with the expectations in part 2, responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART –

Specific, Measurable, Achievable, Relevant, and Time-bound. Indicate the qualitative or quantitative evidence that will demonstrate the goal was reached.

By June, 2016, teachers in all grades will collaboratively develop CCLS aligned units of study including multiple entry points, differentiated and scaffolded materials, assessments and TC directed writing tasks to improve rigorous instruction as measured by 4 units of study in ELA, Math, Social Studies and Science. Student achievement will be measured by student performance on writing tasks utilizing the TC Writing Rubric.

**Part 4 – Action Plan**

<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Strategies to promote teacher-parent collaborations to improve student achievement.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</b></p>
<p>Create dedicated Data Inquiry Blocks 1x per week to develop common assessments, analyze data and determine necessary curricular and pedagogical adjustments based on identified content and skill gaps, with a focus on ELLs and SWD. Provide training on and implement the use of protocols to promote both vertical and horizontal team efficacy.</p>	<p>Classroom teachers, AIS/ESL/SETSS providers</p>	<p>September 2015-June 2016</p>	<p>Administration, Data Specialist, .5 coach/Math teacher</p>
<p>Provide additional training in developing curriculum mapping, analyzing and incorporating data into lesson and unit plans, creating authentic assessments and using available technology so that teachers can engage in a more sophisticated analysis and determine root causes of skill deficiency. Continue training on analyzing Scantron and SRI data.</p>	<p>Classroom teachers, AIS/ESL/SETSS providers</p>	<p>September 2015-June 2016</p>	<p>Administration, Data Specialist, .5 coach</p>
<p>As part of the Renewal School Initiative, one classroom teachers will serve as Model Teacher to share best practices through inter-visitation and teacher led PD. Model teachers will share instructional strategies and classroom management strategies for teachers in need of additional support. A teacher study group using Teach Like A Champion will support instructional and procedural development.</p>	<p>Classroom/cluster teachers, coaches, SETSS, AIS, ESL teachers</p>	<p>September 2015—June 2016</p>	<p>Lead teachers, coaches/staff developer, literacy consultants</p>

<p>Provide Professional Development to improve teacher practice: Teacher study groups utilizing the Understanding by Design will be developed to support unit/lesson planning and additional support in developing curriculum maps, identifying multiple points of entry, questioning and lesson plan development that focuses on elevating student discussion, use of academic language,</p> <p>the full development of scaffolded questions and discussion strategies in math, literacy, social studies, science</p> <p>and the use of increasingly sophisticated Depth of Knowledge questions to increase rigor in lessons and assessments.</p>	Classroom/cluster teachers, paras	September 2015-June 2016	Administration, coaches, staff developer, literacy consultants, Special education instructional specialist, DOE and Renewal School personnel, CBO vendors
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### Part 5 – Budget and Resource Alignment

<b>Part 5a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
We will leverage our partnership with Counseling in Schools to provide additional support for teachers including strategies for addressing academic, social and emotional needs.											
We will use F-status staff developer to work collaboratively with teacher teams to support curriculum development and provide support for teacher team collaborative meetings.											
We have a dedicated data specialist/coach funded through SIG											
We will leverage our partnership with Literacy Support Services to provide PD on curriculum mapping, TC Writers Workshop, the use of protocols and how to make curriculum adjustments through data analysis.											
Funding from the NYC Renewal School Initiative will support Model Teacher incentive											
<b>Part 5b.</b> 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		P/F Set-aside		21 <sup>st</sup> Century		C4E
	Title I 1003(a)		Title III		PTA Funded	X	SIG or SIF Grant		School Success Grant	X	Other

### Part 6 – Progress Monitoring

<b>Part 6a.</b> 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.
By February, 2016, teachers in all grades will have collaboratively developed rigorous CCLS aligned units of study, including multiple points of entry, differentiated and scaffolded materials, assessments and DOK performance tasks as measured by 2 units of study in ELA, math, social studies/literacy and science/literacy
<b>Part 6b.</b> In <b>February 2016</b> , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

**Section 5: Needs Assessment, Summative Vision, 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. *(Aligned to DTSDE Tenet 2: School Leader Practices and Decisions)*

**Part 1 – Needs Assessment**

<p><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:</b></p> <ul style="list-style-type: none"> <li>For Renewal schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), the American Institute of Research (AIR) Needs Assessment and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>		
<b>Tenet 2 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
2.2	The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (RSCEP).	I
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	D
2.4	The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.	D
2.5	Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the RSCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).	I
<p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>Reflect on your school's HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>Developing</u> and <u>Ineffective</u>.</li> <li>Summarize your school's strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (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.</li> </ul>		
<p>The Administrative team has utilized all resources to redesign the instructional program and systems and structures to support the school improvement NYC DOE Renewal School Initiative. In June 2014, the Principal, in collaboration with the School Leadership Team, developed 5 goals addressing the development of a rigorous curriculum, professional development opportunities and support for all teachers, the decrease in behavioral incidents, the development of social and emotional support that create a safe and nurturing educational environment where all students can progress and increased parental involvement and support. School leaders made strategic decisions regarding the use of funds, the development of programs for students and the professional development needs of the staff. Strategic decisions were made regarding programming and the development and revision of systems and structures throughout the school that were conducive to a structured and supportive environment. The administration has a functional system in place to conduct targeted and frequent observations and track the progress of all teachers. School Leaders meet regularly with the Data Specialist, staff developer, coaches and literacy consultants to guide their work, monitor classroom instruction and share feedback with members of the instructional team and review data to develop next steps. The Data Specialist meets regularly with teacher teams and individual teachers to review data and examine and improve curriculum, teacher pedagogical practices, track student need for more structured DDI process. School Leaders will continue to utilize the Advance Platform to assess teachers using the Danielson Framework and focus on Component 3B – Questioning and Discussion. Presently the average teacher rating for Component 3B is ___ and the instructional team</p>		

and school leaders will develop professional learning sessions that focus on strengthening this area including introducing Socratic Circles to increase student discussion in grades 4 and 5.

## **Part 2 – Summative Vision for Effective School Leadership**

In a narrative, outline the Renewal Committee’s vision for this element, upon completion of the Renewal Program. Consider the following questions:

1. How will school leader articulate a shared vision and mission to the entire school community? How will the Principal ensure the CBO partnership is strong? How will the CBO partners collaborate with school staff to ensure that students’ academic and social-emotional needs are being met?
2. What kind of evidence based systems would a school leader put in place to ensure that the school and individuals continues to improve? What kind of supports? Who would he/she collaborate with? What would those collaborations look like?
3. How would the leader organize student and teacher programs to ensure students’ needs are met? Fiscal capital?
4. What approach would the school leader have to conducting observations? How would he/she ensure that teachers are provided accurate, timely, and actionable feedback coupled with the support to implement the feedback?
5. How will the school support a shared accountability? What systems will be developed to share academic, behavior, Social Emotional Learning (SEL), and attendance data with partners so that strategies can be created and assessed to support growth?
6. What and how will the leader delegate to assistant principals and the community school director?

Through grade and faculty meetings, one to one staff conferences, SLT meetings, PTA and parent engagement activities emails and newsletters, the school leader will articulate a shared vision to all shareholders in the school community. The school leaders have received the Renewal School Benchmarks and Indicators and are focusing their planning to meet these benchmarks. The Principal and CBO Renewal School Site Director will meet to establish systems and structures for the transition to a Community School. The Administration and CBO will meet to develop an action plan that encompasses expectations regarding parental involvement and the needs of all students. Monitoring of activities and outreach will be reviewed and regularly scheduled meetings will be held to closely determine if the goals and expectations have been met. The roles of the CBO Director, Parent Coordinator, Family Workers, school aides and other out of classroom positions will be closely studied to adjust responsibilities and accountability for attendance, behavioral incidents, discipline, social and emotional supports and instructional practices. Information regarding structures, systems and accountability will be shared with the school community to build ownership and buy-in among all constituents. The administrators will develop a monthly PLO schedule, addressing the needs of the staff and allowing horizontal and vertical teacher teams to collaborate regarding curriculum and instructional supports. Focus will be on the development of DOK leveled questions and scaffolding strategies. School leaders will review these questions in the lesson plans and curriculum maps and observe the implementation of questioning strategies during classroom observations. The administrators will collaboratively develop monthly observations schedules and meet regularly to norm and review pedagogy and support for teacher effectiveness. School leaders will continue to support teacher effectiveness through the literacy consultants, math and literacy coaches, district and vendor PD support and individual Teacher Improvement Plans that focus on specific needs of identified teachers.

## **Part 3 – 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 consistent with the expectations in part 2, responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Indicate the qualitative or quantitative evidence that will demonstrate the goal was reached.

By June 2016, school leaders will create and implement a Professional Development Plan that builds teacher capacity resulting in a 5% increase in the performance level of teachers in Component 3B in the Danielson Framework model in the ADVANCE platform .

**Part 4 – Action Plan**

<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Strategies to promote parent leadership and engagement as a key lever for school improvement.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</b></p>
<p>Teacher team inquiry meetings where stakeholders engage in inquiry practices such as assessment development, data analysis and the sharing of best practices with a focus on scaffolded questioning to support all students including ELLs and SWD. Teachers will design data driven curriculum, including instructional shifts, increased questioning addressing DOK levels and discussion and utilize data from assessments that will increase student engagement .</p>	<p>Teachers of students in subgroups, including SWDs, ELLs and former ELLS, and bottom 1/3</p>	<p>September 2015-June 2016</p>	<p>Administrators, Data Specialist, .5 coach, CBO personnel.</p>
<p>PD for stakeholders on the following topics: Ongoing assessment, developing CCLS DOK curriculum maps and performance tasks, using protocols for looking at student work, identifying root causes in skill gaps, designing DDI.</p>	<p>Teachers, parents</p>	<p>September 2015-June 2016</p>	<p>Administrators, Data Specialist, .5 coach, CBO personnel.</p>
<p>Utilize CBO to provide advisory program to all students 1x week to support college and career readiness while teams meet. Hiring of an F-status teacher to provide instruction in order to provide time for teams to meet.</p>	<p>All students</p>	<p>September 2015-June 2016</p>	<p>Administrators, CBO staff</p>
<p>Implementation of DDI workshops for PTA/School Leadership Team to engage parents in “Understanding the Process of Data Analysis,” Questions to Ask While Reading with Your Child” and “How the School uses Data for School Improvement ”.</p>	<p>SLT, PTA, parents</p>	<p>September 2015-June 2016</p>	<p>Administrators, Data Specialist</p>

**Part 5 – Budget and Resource Alignment**

<b>Part 5a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
CBO-Counseling in Schools, Coaches, Data Specialist, School leaders, F status staff developer, F-Status teacher											
Literacy Support Systems literacy consultants, teachers											
<b>Part 5b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		P/F Set-aside		21 <sup>st</sup> Century		C4E
	Title I 1003(a)		Title III		PTA Funded	X	SIG or SIF Grant		School Success Grant	X	Other

**Part 6 – Progress Monitoring**

<b>Part 6a.</b> 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.
By February, 2016, all stakeholders will be engaged in data analysis in order to promote whole school reform as measured by a 3% increase in the performance level of teachers in Domain 3b component of Danielson Framework – ADVANCE platform. School leaders will provide professional learning opportunities that focus on rigorous instruction, including DOK questioning and discussion strategies tied to the curriculum maps, data driven instructional adaptations and multiple points of entry.
<b>Part 6b.</b> In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

**Section 5: Needs Assessment, Summative Vision, 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. *(Aligned to DTSDE Tenet 6: Family and Community Engagement)*

**Part 1 – Needs Assessment**

<p><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:</b></p> <ul style="list-style-type: none"> <li>For Renewal schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), the American Institute of Research (AIR) Needs Assessment and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>		
<b>Tenet 6 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
6.2	The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.	D
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.	D
6.4	The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.	D
6.5	The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.	I
<p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective.</li> <li>Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (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.</li> </ul> <p>Based on the data from the 2013-2014 School Survey, 94% of parents reported they were satisfied with the Instructional Core program, and 83% expressed satisfaction with the School Culture, 4% lower than the Citywide average of 87%. 58% of the parents surveyed said that they did not attend PTA meetings. Parent workshops are offered during the school day and in the afternoon but are poorly attended. Presently, parent communication largely consists of paper notices backpacked home to students or individual teacher/staff member outreach to parents via telephone. Efforts have been made this year to ensure that notices are sent home in Spanish and Arabic. When parents register their child at PS 328 they are presented with a Welcome Pamphlet, in English or Spanish that provides basic information about the school, including school hours, important telephone numbers, the names of key staff members and rules and procedures. This year school leaders created a bimonthly Parent Curriculum Newsletter that informed parents of the units of study, texts, and tasks their child would be involved with during each two month period. Grade level teacher teams generated curriculum summaries and cluster teachers contributed grade level units. The newsletter was translated into Spanish. The guidance counselor works with the families of at risk students and students with identified social, emotional and economic needs to provide support and referrals to the appropriate agencies. The Data Specialist has presented workshops for parent on understanding data and the technology teacher has assisted parents with accessing information about their child on the computers and downloaded parent letters related to Achieve 3000 and SRI. The ESL teacher has downloaded and generated parent reports regarding the progress of the ELL students using the Imagine Learning software program. The ESL teacher has designed several parent engagement activities that were conducted on Tuesdays during PE time. The ESL teacher also created parent brochures in English, Spanish and Arabic that introduce and explain the ESL program and services that are rendered at the school. A special education teacher invited parents into the classroom once a month for a hand on arts activity. Presently the Parent Coordinator makes little effort to</p>		

engage parents and has not reached out to the family assistants at the local shelters to communicate with parents. The newly hired CBO was chosen to promote parent engagement and foster communication between the parents and the school.

## **Part 2 – Summative Vision for Strong Family and Community Ties**

In a narrative, outline the Renewal school's vision for this element, upon completion of the Renewal Program.

Questions to consider:

1. Within the Community School model, how will families be welcomed into the school and made a part of the school community? What support will school safety officers and all staff be given to help create a welcoming environment?
2. How does the school provide support to families so that they understand and can take an active role in what their child is learning?
3. How would the school engage the community and families? How would they ensure that teachers are able to learn from families about the children being taught?
4. How do families partner with the school and CBO to support student success? Will there be dedicated space for families?
5. What adult education offerings can your school community provide to families?
6. How would families be able to access and understand student data and progress?

In September 2015, PS 328K will become a Community School and the SLT selected Counseling In Schools as the Community Based Organization. While there is evidence of student progress in academics, there has been little improvement in parent involvement in school activities. Systems and structures within the school have been addressed by the administration who has requested the removal of one of the School Safety Agents. The roles of the Parent Coordinator and Family Assistants are in the process of being redesigned to better meet the needs of the school. For the last two year, there has been a change in the Executive Board of the PTA during the school year, due to parents who are currently living in temporary housing relocating and having to resign their positions. Currently there is a PTA President and 2 Executive Board members – a Treasurer and Secretary. There have been similar changes in the parent members of the SLT and currently the team is out of compliance due to the loss of one of the parent members. Elections for PTA and SLT members will be held in June. The SLT committee that selected the CBO focused on finding an organization that will provide additional outreach to parents living in temporary housing situations.

Currently more than 40% of our students are Hispanic and efforts have been made to provide all materials in Spanish to assist with the parent/school communication. There is also a small percentage of students (>10%) who speak Arabic and the ESL teacher provides translated materials for them through the DOE translation office. Presently the Guidance Counselor, school social worker, Academic/Behavioral Intervention Specialist and Family Assistants provide social and emotional support to at risk students. The parent room will be maintained and utilized by the CBO Director for parent engagement activities. The Parent Coordinator, CBO Director, and Guidance Counselor will assist parents who are interested in adult education offering by finding local programs. Workshops will be conducted to assist parents with utilizing the new technology system that provides information to parents. Parent engagement time will also be utilized to help parents understand the data and assist their child with homework and academic assignments.

## **Part 3 – 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 consistent with the expectations in part 2, responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Indicate the qualitative or quantitative evidence that will demonstrate the goal was reached.

By June 2016 PS 328 and Counseling in Schools (CBO) will develop a collaborative partnership with families as measured by a 5% increase as evidenced in parent's positive responses in the school culture section of the NYC school survey.

**Part 4 – Action Plan**

<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</b></p>
<p>School personnel, including the Parent Coordinator, Family Assistants, guidance counselor and CBO personnel will provide additional parent outreach by holding workshops at the school and Temporary Housing Sites. Additional effort will be placed on methods of communication, i.e. notices, text messages, school messenger that will directly contact parents and guardians.</p>	<p>Parents of all students including SWDS, ELL and STHs</p>	<p>September 2015-June 2016</p>	<p>Parent Coordinator, Family Assistants,  CBO Personnel</p>
<p>Personnel changes will result in additional staff who directly address the needs of ELL , SWD and STH students. The administration has repositioned a staff member to utilize language skills to provide academic intervention strategies and student emotional supports</p>	<p>ELL, SWD and STH students/families</p>	<p>September 2015-June 2016</p>	<p>Bilingual AIS provider, F status ESL teacher</p>
<p>With the adoption of the newly expanded school time schedule, the Parent Engagement time is now incorporated into the instructional portion of the school day. On the first Tuesday of the month, teachers will invite parents to a classroom activity, such as a read aloud story time, art project, homework help session to promote parent involvement.</p>	<p>Parents</p>	<p>September 2015-June 2016</p>	<p>School leaders, teachers</p>
<p>PTA meetings, assemblies, and specialized student/parent activities i.e. Science Fair, Art Show, Dance performance, will be publicized and more information regarding these activities will be directly sent to parents. Coaches will organize Family Math and Literacy nights.</p>	<p>Parents</p>	<p>September 2015-June 2016</p>	<p>Parent Coordinator, CBO personnel, teachers, school staff, school leaders</p>

**Part 5 – Budget and Resource Alignment**

<b>Part 5a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
SIG funds will support parent workshops. Title I funds will support School Messenger, personnel changes and parent engagement activities. SIG Funds, Title III, DOE Renewal School funds and Title I funds will support Extended Learning Time activities.											
<b>Part 5b.</b> 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		P/F Set-aside		21 <sup>st</sup> Century		C4E
	Title I 1003(a)		Title III	X	PTA Funded	X	SIG or SIF Grant		School Success Grant	X	Other

**Part 6 – Progress Monitoring**

<b>Part 6a.</b> 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.
School leaders will monitor parent engagement activities to assess outreach and parent participation. School leaders and PTA will provide additional funds to support parent activities. By February 2016, parent participation in school related activities including PTA meetings, parent workshops, assemblies, classroom engagement programs will increase 10% as evidenced by attendance sheets.
<b>Part 6b.</b> In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

**Section 6: Expanded Learning Time (ELT) Program Description**

**Directions:** Expanded Learning Time (ELT) activities are directly aligned to the elements of the Framework for Great Schools, Rigorous Instruction, Supportive Environments, and Strong Family and Community Ties. ELT provides enriching educational experiences that happen outside of the traditional school day and blend skill acquisition, relationship-building and fun to foster academic and social-emotional growth. Summer learning, afterschool programming, and extended-day ELT models, when well-implemented, play a critical role in supporting students in all grades and ensuring that they graduate from high school, college and career ready. SED requires that Priority schools offer a minimum of 200 additional student contact hours as Expanded Learning Time in addition to the current mandated length of 900 hours of instruction per year (25 hours per week) in grades K-6 and 990 hours of instruction per year (27.5 hours per week) in grades 7-12. Effective ELT models will blend school staff with community partners, and will provide a balanced curriculum that can include ELA, math, STEM, arts, physical activity, and leadership development. Complete the sections on this page to demonstrate how the school will meet these requirements.

**Part 1 – ELT Program Goal(s)**

Describe the summative goal(s) of the ELT program for the 2015-2016 school year. Be sure to construct the goal to be SMART – <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> ealistic, and <u>T</u> ime-bound.
As of September 2015, 100% of students will have access to the Expanded Learning Time program.

**Part 2 – ELT Program Type**

Is the ELT program voluntary or compulsory?	<input type="checkbox"/>	Voluntary	<input checked="" type="checkbox"/>	Compulsory
If the ELT program is voluntary, indicate how you will actively encourage the participation of all students, with the goal of serving at least 50% of students.				

**Part 3 – ELT Program Description**

<b>Target Population:</b> The ELT program for a Renewal School will be offered to <b>all students</b> in the school.
Describe how the school will meet the following SED requirements for an ELT program: How will the school integrate academics, enrichment, and skill development through hands-on experiences that make learning relevant and engaging? How will CBO staff and the school’s teachers be integrated to provide a seamless learning day?
<ul style="list-style-type: none"> <li>• Offer a range of activities that capture student interest and strengthen student engagement in learning so as to promote higher attendance, reduces risk for retention or drop out, and increases the likelihood of graduation.</li> <li>• Actively address the unique learning needs and interests of all types of students, especially those who may benefit from approaches and experiences not offered in the traditional classroom setting.</li> <li>• What new content areas and opportunities will be offered to students?</li> <li>• Contain components designed to improve student academic, social, and emotional outcomes, including opportunities for enrichment programs such as in music and art.</li> <li>• Ensure instruction in any core academic subject offered in the program will be delivered under the supervision of a teacher who is NYS certified in that particular content area.</li> <li>• How will community educators receive professional development? Are there plans to provide joint PD to school faculty and community partner staff?</li> <li>• How will outreach be made to families?</li> </ul>
Based on the NYC Renewal School Initiative the Expanded Learning Time model (Option 3) will include increasing the school’s instructional day from 2:20 – 3:35 Tuesday – Friday for all students in grades K-5 (mandatory). Teachers and staff will focus on 1:1 conferencing with students on reading and writing initiatives and small group instruction

including use of technology and hands on experiences. Students in grades 1-5 will also have the opportunity to attend the After School Scholar’s Academy from 3:35-4:35 Tuesday, Wednesday, Thursday. On Fridays, students in grades 3-5 will have the opportunity to participate in a Club Program (chess, theatre/dance, chorus, sports, STEM, technology, ESL, art) from 3:35-4:35. It is anticipated that the CBO will coordinate a new Saturday program for students that focuses on social and emotional supports and include parent involvement. In February 2016, a Saturday Academy will be available to students in grades 2-5 for extra academic support and test sophistication.

**Part 4 – ELT Program Implementation and Oversight**

**Part 4a.** Who will implement the ELT program? Who will oversee the program?

1. Indicate the key personnel that will be responsible for implementing and overseeing the ELT program, including school-based staff and any high-quality community partners that will be involved.
2. If applicable, describe the scope of involvement of all community partners and how the joint ELT program is structured.
3. Explain how you will evaluate the program to assess impact on student achievement.

The lengthened instructional day will be implemented by the school leaders and PS 328 teaching staff. The CBO Director will assist the school leaders in supervision and monitoring of the ELT programs. The School Leaders will be responsible for the implementation of the After School Academy and Friday Club programs. The CBO will be responsible for the Saturday program.

**Part 4b.** Timeline for implementation and completion, including start and end dates.

The increased instructional school day will begin on September 9, 2015 and end on June 26, 2016. The After School Academy will begin on October 7, 2015 and end on June 17, 2016. The Friday Club program will begin on October 9, 2015 and end on June 17, 2016. The dates and times of the Saturday program have will be determined in consultation with the CBO.

**Part 5 – ELT Budget and Resource Alignment**

**Part 5a.** Indicate resources needed including human resources, instructional resources, and schedule adjustments to implement the ELT program.

Regularly licensed teachers and school staff, CBO personnel, appropriate grade level materials and technology will be utilized to implement the ELT programs. The school schedule has been adjusted to meet the mandates of the NYC Renewal School initiative increased instructional time and was approved by an SBO vote by the UFT members.

**Part 5b.** Indicate using an “X” the fund source(s) that will be utilized to support the ELT Program.

*Note: If the program is funded by 21<sup>st</sup> Century Community Center Learning Funds, it must be offered in conjunction with a high quality, high capacity community partner.*

	<b>21<sup>st</sup> Century</b>	X	<b>Tax Levy</b>	X	<b>Title I SWP</b>		<b>Title I TA</b>		<b>P/F Set-aside</b>		<b>C4E</b>
	<b>Title I 1003(a)</b>		<b>Title III</b>		<b>PTA Funded</b>	X	<b>SIG or SIF Grant</b>		<b>School Success Grant</b>	X	<b>Other</b>

**Part 6 – ELT Progress Monitoring**

**Part 6a.** 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.

School leaders will monitor the organization and implementation of the programs to ensure that all students are receiving appropriate instruction and support during expanded learning time activities. Classroom observations, work folders and assessments will be used to monitor progress. Daily attendance will be monitored daily and weekly and monthly attendance at various programs will be reviewed to ensure student involvement.

**Part 6b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.



## Section 7: Community School Description

**Directions:** The Community School program is directly aligned to the Framework for Great Schools element – Strong Family and Community Ties.

### **Part 1 – The Community School Program Goal(s)**

Indicate the summative goal(s) of the Community School program for the 2015-16 school year. Be sure to construct the goal to be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

By June 2016, PS 328 and Counseling in Schools (CBO partner) will have developed programs that address the academic, social and emotional, health and wellness and family engagement support for all students. 10% of all students/families will have utilized programs and services from all 4 components of the Family Engagement Plan.

### **Part 2 – Community School Program Description**

**Part 2a.** Identify the target population(s) to be served by the Community School program and the scope of the services provided.

To be determined in consultation with the CBO.

**Part 2b.** Describe how the school will meet the NYCDOE requirements for a Community School in the School Renewal program.

1. Renewal Schools are expected to pair with a community-based partner organization (CBO) and together with members of the School Leadership Team, hire a Community School Director. The Director will lead implementation of the needs and asset assessment, and other critically important coordinating activities. Indicate how you will leverage this aspect of the work.
2. Renewal Schools are expected to personalize the needs of all students, through strategic programming and services, as determined by the needs and asset assessment, and must also offer Expanded Learning Time (ELT) and mental health programming. Indicate how you will implement this work, and describe other programming you anticipate to be in place to strengthen this initiative.
3. Renewal Schools are expected to emerge as Partnership Schools, which are places where parents and families feel welcome, attend parent-teacher conferences, participate in the conversation and decision-making around the renewal of their schools, and have many opportunities to advocate for their children. Monthly Forums engaging families and community stakeholders will be a critical part of this parent engagement strategy. Describe how you will implement this aspect of the work.
4. Renewal School Principals are expected to meet on a weekly basis with their Community School Director, select Assistant Principals, key staff, and other CBOs, to analyze trends in data and case manage individual students. Data tools and training will be available for schools to use. Indicate how you will implement this aspect of the work.

The School Leadership Team selected Counseling in Schools as the CBO. The school leaders are in discussion with the CBO to determine the programs and services that will be provided.

### **Part 3 – Community School Program Implementation and Oversight**

**Part 3a.** Who will implement the Community School program? Who will oversee the program?

1. Indicate the key personnel that will be responsible for implementing and overseeing the Community School program, including school-based staff and any high-quality community partners that will be involved.
2. If applicable, describe the scope of involvement of all community partners and how the joint ELT program is structured with the Community Based Organization (CBO).
3. Explain how you will evaluate the program to assess its impact on student achievement.

The school leaders and CBO Renewal School Site Director will implement the Community School program.

**Part 3b.** Indicate resources needed including human resources, instructional resources, and schedule adjustments to implement the Community School program.

School leaders will meet with CBO Director to determine resources and needs.

**Part 3c.** Timeline for implementation and completion, including start and end dates.

September 2015 – June 2016.

**Section 8: 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 at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	SRI, NYS ELA, Fountas and Pinell Scores	Interactive writing, remedial reading  Skills/phonics practice	Small group, 1:1	During school day  And expanded learning time
<b>Mathematics</b>	Go Math, Scantron	Remedial review, reteaching,	Small group, 1:1	During school day  And expanded learning time
<b>Science</b>	ReadyGen asmts, SRI, NYS test	Interactive reading/writing using leveled texts, reteaching	Small group, 1:1	During school day  And expanded learning time
<b>Social Studies</b>	SRI, NYS ELA, Fountas and Pinell Scores	Interactive reading/writing using leveled texts, reteaching	Small group, 1:1	During school day  And expanded learning time
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Teacher recommendations, parent requests, students demonstrating need for services	Counseling w/ Guid Coounselor or S.Worker/support – in school or referral to agency – NY Psychotherapy, Brookdale Hospital, Kings County Hosp	Small group, 1:1	During school day  And expanded learning time

## Section 9: 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.
The addition of coaches, literacy consultants and a staff developer and supportive school leaders who provide high quality professional development in school, allow and encourage teachers to attend professional development opportunities outside of the school building and support teachers through the creation of the model teacher position enables 328 to retain highly qualified teachers.

#### 2b. High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, staff, and paraprofessionals that enable all students to meet Common Core State Standards (CCSS).
School leaders have developed a year long professional development calendar to address the needs of all staff members. The addition of the full time and .5 coaches, 2 literacy consultants, and a staff developer have enabled the administration to provide high quality professional development for all staff members. Coaches and teachers have attended professional development sessions provided by the network, DOE central departments, private vendors and have had the opportunity to turnkey the information to appropriate staff. The administration All programs that were purchased i

### 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/information, early intervention services, etc.).

Day care programs have visited the school to introduce their students to our staff and toured the school building and classrooms. Parent/student orientation meetings will be held in August.

**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.

The MOSL committee selected NYC ELA Performance Tasks for grades K-5 and NYC Math Performance Tasks for Grades K-2. Scantron Math is used to assess grades 3-5. Scholastic Reading Inventory was selected by school leaders as a whole school literacy assessment and is administered 4 times a year – September, December, March and June. The Data Specialist meets with school leaders to review trends and data analysis. She meets with teacher teams and 1:1 with teachers to explain data and determine next steps.

**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<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (RSCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated<sup>2</sup>. **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	324,226.00		
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal	112,459.00		
Title III, Part A	Federal	11,200.00		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	1,730,990.00		

### **<sup>1</sup>Explanation/Background:**

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of 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.

<sup>2</sup>The **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 School Improvement 1003(a):** To support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/RSCEP.
- **Title I Priority and Focus School Improvement Funding:** To 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.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **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, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

**Section 10: 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 RSCEP 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. **[School name]**, 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. **[School name]** 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, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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**

**[School name]** , 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 State Standards to enable participating children to meet the State's Standards and Assessments by:

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;

- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

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

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

## **III. Student Responsibilities:**

- attend school regularly and arrive on time;

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

**Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY**

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

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

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

Part A: School Information	
Name of School: <u>PS 328 Phillis Wheatley</u>	DBN: <u>19K328</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>23</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>2</u>
# of certified ESL/Bilingual teachers: <u>2</u>
# of content area teachers: <u>0</u>

### Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:            The program will address the needs of the ELL beginner and intermediate students in Grade 2-5. 20 Students will be divided into two classes ( 10 students in each group) based upon their level of ability and language skills and receive small group/individual instruction in English on Wednesdays and Thursdays from 2:20 to 4:20 pm ( from November 19 to April 23rd) of additional ESL instruction by two certified ESL/Bilingual teachers. Instructional activities will include scaffolding vocabulary, Read-Alouds, class discussions, close reading high-interests texts ranging from simple to complex language structures. We are using materials Language Power K-5 Levels A and B published by Teacher Created Materials. The materials provide strong visual support for SIFE and SWD as well simple language structures for newcomers. Our school does not have long term ELL's.

### Part C: Professional Development

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

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

Begin description here:            The ESL and Bilingual Common Branch teachers will receive Professional Development from Miriam Augustine, NYU - ESL Instructional Specialist. Ms. Becky Tian and Mr. Antonio Robles will receive training 2 full days x month from Oct - June. Topics to be covered - Data Analysis, Meeting Student's Language Needs, Connecting Content to Student Background Knowledge, Expanding Vocabulary, Improving Reading and Writing, Questioning, Looking at Student's Work.

### Part D: Parental Engagement Activities

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

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

Begin description here:            Weekly parent workshop during Parent Engagement session on Tuesdays - 2:20 - 3:00 p.m. Topics - How to Help your child with Homework, Reading Strategies, Math games that promote Number Sense, Understanding ARIS, Introduction to the NYSESLAT Assessment, Using Technology to Assist Your Child. Parents will receive flyers/notices in their language, direct contact with ESL teacher, classroom teacher, telephone, email and mail. The following staff members will be available to provide translation services: Mr. Robles, a teacher who is certified in Bilingual Education, Ms. Melindez, a bilingual paraprofessional, and five bilingual schools aides/office assistants. For languages that we cannot translate, we will utilize over-the-phone interpretation services provided by

**Part D: Parental Engagement Activities**

DOE's Translation and Interpretation Unit. Two teachers will provide the weekly parent workshops: Ms. Tian, the ESL teacher, and Mr Robles, a teacher who is certified in Bilingual Education.

**Part E: Budget**

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

Allocation Amount: \$0

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

**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 <b>19</b>	Borough <b>Brooklyn</b>	School Number <b>328</b>
School Name <b>Phillis Wheatley School</b>		

### 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 <b>Barbra Gedacht</b>	Assistant Principal <b>Joseph Simone</b>
Coach <b>Deborah Schall</b>	Coach <b>Judith McLean-Black</b>
ENL (English as a New Language)/Bilingual Teacher <b>Becky Tian</b>	School Counselor <b>Dawn Brown</b>
Teacher/Subject Area <b>Tichena Webster/elementary</b>	Parent <b>Dilesha Walker</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>Samone Stroman</b>
Related-Service Provider <b>Megan Zaientz - speech</b>	Borough Field Support Center Staff Member <b>type here</b>
Superintendent <b>Joyce Stallings-Harte</b>	Other (Name and Title) <b>type here</b>

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

### D. Student Demographics

Total number of students in school (excluding pre-K)	311	Total number of ELLs	54	ELLs as share of total student population (%)	0.00%
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# Part II: ELL Demographics

## A. ELL Programs

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

### 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 #
<b>Transitional Bilingual Education</b>														0
<b>Dual Language</b>														0
<b>Total</b>	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					
<b>All ELLs</b>	54	<b>Newcomers</b> (ELLs receiving service 0-3 years)	36	<b>ELL Students with Disabilities</b>	16
<b>SIFE</b>	0	<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	18	<b>Long-Term</b> (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		
<b>TBE</b>											0
<b>DL</b>											0
<b>ENL</b>	36	0	7	18	0	9	0	0	0		0
<b>Total</b>	0	0	0	0	0	0	0	0	0		0

Number of ELLs who have an alternate placement paraprofessional: 0

## C. Home Language Breakdown and ELL Programs

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

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

\* 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								
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0
<b>TOTAL</b>	<b>0</b>									

This Section is for Dual Language Programs Only	
Number of students (students fluent in both languages): <input type="text"/>	Number of students who speak three or more languages: <input type="text"/>

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	2	9	8	9	5								39	0
Chinese													0	0
Russian													0	0
Bengali													0	0
Urdu													0	0
Arabic	2	3	1	2	2								12	0
Haitian					1								1	0
French	1	1											2	0
Korean													0	0
Punjabi													0	0
Polish													0	0
Albanian													0	0
Other													0	0
<b>TOTAL</b>	<b>0</b>													

## 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
<b>Entering</b> (Beginning)	3	2	2	6	2	0	0	0	0	0	0	0	22	0
<b>Emerging</b> (Low Intermediate)	2	6	4	0	1	0	0	0	0	0	0	0	13	0
<b>Transitioning</b> (High Intermediate)	0	3	1	1	0	0	0	0	0	0	0	0	6	0
<b>Expanding</b> (Advanced)	0	2	2	4	5	0	0	0	0	0	0	0	13	0
<b>Commanding</b> (Proficient)	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

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	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	3	3	0	1	0	0	0	0	0	0	0	7	0

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

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4								0	0
8								0	0
NYSAA Bilingual (SWD)								0	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								PS 328 uses a variety of assessments to help our teachers plan effective instruction for students. Three assessments are administered: MOSL/NY CDOE Baseline Performance Tasks, Macginitie Reading Test, and Scholastic Reading Inventory/SRI. Teachers also conduct running records four times

									each year using the Fountas & Pinnel Assessment System. These assessments in addition to the NYSESLAT, ELA and State math tests provide information to help us plan more effectively for our students. In september -October after the SRI and Macginitie Reading Test are administered, the coach, teachers and, the RTI team organize and analyze the data to identify students who perform below the grade level. Classroom teachers also conduct running records to verify that the student has the right
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								reading level. The ENL teacher, AIS, and classroom teachers collaborate to group students based on the assessment data, running records, students' language needs.
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**After reviewing and analyzing the assessment data, answer the following:**

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.  
 The RLAT report of NYSESLAT/NYSITELL indicates the overall performance levels of ELLs as follows: 22 Entering (40% of the ELL population), 13 Emerging (24%), 6 Transitioning (11%), and 13 Expanding (13%). Another pattern that we have noticed is that new-admitted ELLs all score at the Entering level, except 1 Transitional and 1 Emerging. The 2015 NYSESLAT data reveals the 6 students from grades K-5 reached the Commanding level in all four modalities; 15 students increased their levels; 10 students stayed at the same level. 9 students went down in their proficiency level. Of the four modalities, all students improved most in listening and speaking except those who entered the school first time in 2014-15.  

Grade	2015 NYSESLAT( from RLAT report)/NYSITELL
K	7 Entering, 1 Transitional
Gr 1	3 Entering, 2 Emerging
Gr 2	2 Entering, 6 Emerging, 3 Transitional, 2 Expanding
Gr 3	1 Commanding 2 Entering, 4 Emerging 1 Transitional, 1 Expanding
Gr 4	2 Commanding 6 Entering, 1 Transitional
gr 5	4 Expanding 2 Entering, 1 Emerging 5 Expanding 1 Commanding
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?  
 Our schools uses information from AMAO to monitor ELLs' progress toward achievement of proficiency in both language and content areas. The ENL teacher and classroom teachers examine the data when designing effective instructional programs and/or interventions for our ELL population. Those students with a high-risk level indicator receive intensive interventions in literacy and other areas of needs.  
  
 Summary of 2015 AMAO Data for ELLs at PS 328  
  

SIFE ELLs	1
# of ELLs who scored at or below 25th growth	

percentile and scored at level 1 or 2 on ELA	2
# of ELLs who scored at or below 25th growth percentile and scored at level 1 or 2 on math	3
# of ELLs based on age/grade ( grades1-8)	0
# ELLs held over in past 3 years	6
# of ELLs with at-risk level 3 or greater	14
# of ELLs with at-risk level 5 or greater	6
# of ELLs in years of services 5 or 6	6
# of ELLs with 2 or more years of services but scored at first quartile on NYSESLAT	21
# of ELLs that scored at first quartile on NYSESLAT for 3 or more years in a row	12
# of ELLs	54(17.6% of total student population)
Total # of All Students	311

Entering	22	40% of ELL Population
Emerging	13	24% of ELL Population
Transitioning	6	11% of ELL Population
Expanding	13	24% of ELL Population

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

We are in the process of scoring MOSL and analyzing SRI data.  
Our ELLs did not take the Periodic Assessments in 2014-15.

4. For each program, answer the following:

- What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
- Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
- What is the school learning about ELLs from the periodic assessments? How is the home language used?

At the beginning of the school year we use the NYSESLA/NYSITELL, NYS tests, Scholastic Reading Inventory/SRI, and running records to begin screening the ELLs and general education students to determine their instructional needs . Then using the scores the AIS/RTI team identifies students who perform below grade level and group them based on the data. The ENL teacher and the AIS/RTI team collaboratively analyze the data to determine students' academic needs and language acquisition needs. Intensive, targeted instruction is provided to support ELLs who are not showing sufficient progress. Teachers use technology, strong visual support, modeling strategies, word study, scaffolding techniques, and graphic organizers to target language and specific skills in need of improvement. Throughout the year we review the goals to make sure they have been met and continually focus on areas the student needs to master.

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](#).]

Teachers at our school understand that it is a school-wide responsibility to meet the needs of new language learners at various stages of language development. Within their classrooms, and across the school, teachers collaborate to create the range of environments and contexts in which our ELLs will need to function successfully. In addition, teachers, administrators, and staff always seek ways to make newcomers, who are mostly at the silent stage of new language development, feel comfortable about speaking out in the classroom, and actively affirm the self-esteem and language development and acquisition.

Both ENL and classroom teachers employ strategies that assist in making language and instruction more understandable. These strategies include:

- Scaffolding techniques including strong vocabulary routines and appropriate graphic organizers for different topics;
  - Simplifying but not artificially restricting language structures (shorter sentences, use of unambiguous terminology);
  - Contextualizing both oral and written texts with pictures, charts, diagrams, and realia; providing for repeated access to ideas and vocabulary;
  - Creating interaction structures that allow for both comprehension and the need to act on and talk about content;
  - Collaborative learning groups in all subject areas;
  - Providing sentence frames or sentence starters for beginners in speaking and writing activities;
  - Encouraging use of native language:
- Having bilingual dictionaries available to ELLs

### Teaching cognates explicitly

Making connections between prior knowledge in first language and new information to be acquired in second language.

6. How do you make sure that a student's new language development is considered in instructional decisions?

Our school does not have dual language programs.

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?

Success for ELL students is determined through informal and formal assessments. Informal assessments include portfolios, progress monitoring, teacher observations, ongoing unit assessments, and performance tasks. Formal assessments include the Periodic Assessment, ELA and Math State Tests, and the NYSESLAT. Scale scores are examined for yearly growth. The after school program will include pre and post testing to identify growth over the course of three months.

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

When parents or guardians first register their child at PS 328, they are given the registration package which includes the Home Language Identification Survey in English or the parent/child native language. A pedagogue who is trained in the process of the HLIS is present in the registration process. During this time, the pedagogue who may be the ENL teacher, Ms. Tian, a trained pedagogue, or administrators who also hold valid teaching certificates, will interview both the parent and student in English and the home language to better understand which language the child mostly speaks. Interpretation services are available to help the parents through the use of school staff or the Department of Education's Translation and Interpretation Services Unit. Languages spoken by our pedagogues include Spanish and French.

The HLIS is reviewed by a trained school pedagogue. If the HLIS indicates that a language other than English is used at home (one question marked as another language from questions 1-4 and two questions marked as another language from questions 5-8), we administer a more in-depth interview with the student in English and the home language. This includes reviewing the student's school work, if available, and reviewing the IEP (if applicable), to determine NYSITELL eligibility. If the student is eligible to take the NYSITELL, we proceed to administer the NYSITELL within ten days of initial enrollment.

All new students whose HLIS indicates a home language of Spanish and who are newly identified as ELLs based on NYSITELL are administered the Spanish LABR within ten days of initial enrollment. Ms. Tupper, who is certified in both bilingual and general education, administers the Spanish LABR.

## 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.

If a newly identified ELL is two or more years below grade level in literacy and math, we conduct an initial SIFE determination within 30 school days from initial enrollment. The process starts at the completion of the HLIS when the parent is asked whether the child had prior schooling. If the child had an interruption or inconsistency in his/her former schooling, the oral interview questionnaire is administered in English and the child's home language. Student's work samples from previous schools are also included in the evaluation process. Those students who speak Spanish, Arabic, and Haitian Creole take the Literacy Evaluation for Newcomer SIFE (LENS) in the home language. Throughout the course of the year, the ENL teacher, classroom and content area teachers make careful observations of the student, monitoring his/her performance in literacy, math, and other subject areas. A final determination of the student's SIFE status is made before the end of the school year. As of October 2015, our school has not identified any new ELLs as having two or more years of gap in their formal schooling.

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).

When a new student first enters PS 328 with an IEP from within the U.S., whose HLIS also indicates a language other than English as the home language, the school language Proficiency Team determines if the student is eligible to take the NYSITELL. The members of the LPT are: Ms. Tian/ESL teacher, Mrs. Gedacht/principal, Mr. Beedles/SETTS-IEP specialist, and the student's parent or legal guardian. The LPT examines the HLIS, the student's history of language use in the school and home, as well as the student's IEP which includes assessments and evaluations administered in the student's home language. Information from the school's special education team is also considered as to whether the student's disability is caused by language barriers or learning needs. After reviewing all evidence, the LPT makes a determination as to whether the student has second language acquisition needs or whether the student has

learning disabilities that affect his/her performance in school.

If the LPT determines that the student may have language acquisition needs, the NYSITELL is administered. If the LPT determines that the student does not have language acquisition needs, the ELL identification process stops here. The student is not an ELL. If the principal accepts the recommendation of the LPT not to administer the NYSITELL, the recommendation is sent to the superintendent for a final decision. If the principal rejects the recommendation of the LPT to not administer the NYSITELL, the NYSITELL is administered to the student immediately. The school notifies the parent or guardian within 3 days of the decision in the parent's or guardian's preferred language.

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).

If the student scores at the Commanding level on the NYSTILL, a non-entitlement letter is sent home with the student within five school days. For those students who score at the Entering, Emerging, Transitional, or Expanding, an entitlement letter is sent home with the student. A copy of the letter is placed in the student's cumulative record.

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.

A student who has undergone the ELL Identification Process as the result of the first time entry or reentry may go through the re-identification if the parent files a written request. Within 5 days after the student is identified as an ELL, the parent receives a placement letter which informs them that their child has been placed in the school's ENL/ESL program. The letter also explains the parent's rights and they can submit a written request to have their child re-identified for the ENL/ESL program. Our school follows the steps of the re-identification process as recommended in the ELL Policy Reference Guide 2015-16, page 21-22.

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).

The ENL teacher/liaison, Ms. Tian, collaborates with the parent coordinator, Ms. Stroman, to ensure that parents understand all three programs. We conduct formal orientations to parents within ten school days after a student is identified as an ELL. The attendees of the workshops are the ENL teacher, the parent coordinator, and the parent language. During the orientations, parents watch the Parent Orientation Video which is presented in their preferred language. The video explains the three programs available to ELLs in the NYC public schools. In addition, the ENL teacher provides to parents information on NYS Common Core Standards, assessments, school expectations, and our ENL program goals. If necessary, an interpreter is also present at the orientations to assist the parent. In the event that an interpreter is not available, the school contacts the DOE Translation and Interpretation Unit to provide interpretation services over the phone. At the end of the orientation, parents are asked to complete the Parent Survey & Program Selection Form and indicate their program choice. If a parent needs more time, he/she takes the form home and is advised to return the completed form to school within 5 calendar days.

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

At the end of the parent orientation, parents are asked to complete and return to the ENL teacher the Parent Surveys and Program Selection form. If the parent chooses to take the form home, they must return the completed form within 5 calendar days. The ENL teacher or parent coordinator contacts the parent via phone to remind them to complete and return the form to school.

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.

If the form is not completed properly or returned to school within 5 calendar days, the ENL teacher or parent coordinator contacts the parent via the phone. We also arrange to meet the parent in the morning arrival time or afternoon dismissal when the parent comes to pick up their child. So far, all our parents have returned the completed forms within 5 calendar days.

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

Immediately after receiving the Parent Surveys and Program Selection form, the ENL teacher records the parent program choice on the ATS ELPC screen. A placement letter in both English and the parent's preferred language is sent home with the student on the same day.

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

All ELL documentation is placed in the student's cumulative record including HLIS, non-entitlement letter, entitlement letter, placement letter, and the completed Parent Surveys and Program Selection form.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).

The NYSESLAT is administered every spring to re-evaluate ESL students to determine whether or not they are still eligible for mandated ESL services. The ATS RLAT report for eligibility, information from previous years and newly screened admits are used to enable identification for testing. The testing coordinator and ENL teacher/liaison create a calendar indicating each of the required components to ensure the NYSESLAT is administered to students in all four modalities—listening, speaking, reading, and writing. This calendar also informs teachers and parents of testing times and dates. As soon as the NYSESLAT results are received, the students are

identified according to their proficiency levels. The results of the ATS RLAT/RNMR are then disaggregated through the use of ARIS and AMAO's to identify the proficiency levels of ELL students in the four modalities. After examining the results, the ENL teacher sends out continued entitlement or transitional support parent notification letters to parents and inform them of whether their child will continue to receive ESL services in the new school year.

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.

At the beginning of September before school opens to students, the ENL teacher examines the ATS RLAT report of the NYSESLAT for the current year. Based on the report, the ENL teacher prepares the continued entitlement letters and transitional support parent notification letters. During the first week of school in September, the continued entitlement letters are sent home to parents of those students who scored at Entering, Emerging, Transitional, or Commanding on the NYSESLAT. Those who scored at the Commanding level receive the transitional support notification letter. The ENL teacher or Parent Coordinator follow up by calling the parents via phone or meeting them at morning arrival or afternoon dismissal to make sure the parents receive the letters. Copies of the letters are kept in students' cumulative records.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.

After reviewing the Parent Survey and Program Selection forms for the past few years, the trend in program choice is close to 99% for Freestanding ESL. Our parents are very adamant about immersing their children in full English instruction. The ESL teacher/liaison and Parent Coordinator monitor the trends in parent choices using supporting data and by communicating parent program choices with the school administration.

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).

At PS 328, we offer both Standalone ENL and Integrated ENL. Our ENL/ESL teacher, Ms. Tian, is dually certified in general education(K-6) and ESL(K-12). In Standalone ENL, ELLs receive instruction in English with home language support with glossaries and multi-media from their home language. Spanish books are also available in grades 3-5 to those who are literate in Spanish. In Integrated ENL, our dually-certified ENL teacher, in collaboration with the classroom and content area teachers, deliver instruction to ELLs using ENL methodologies and instructional strategies. The goal of both programs is for ELLs to reach English proficiency and achieve the same success in the content areas as their peers.

Both programs include a pull-out and push-in model. In the pull-out model, ELL students are first grouped by grade-band: K/1, 2/3, and 4/5. Within each group band, students are subgrouped based on their language proficiency levels as reported the most recent NYSESLAT. Currently, there are five pull-out groups at our school:

K/1- this year all our ELLs are at the Entering or Emerging level except one kindergartener who scored Transitional on the NYSITELL;  
2/3-Entering/Emerging: this group consists of students at the Entering and Emerging levels from grades 2 and 3;  
2/3-Transitional/Expanding/Commanding: this group consists of students at the Transitional, Expanding, and Commanding levels from grades 2 and 3;  
4/5-Entering/Emerging: this group consists of newcomers and those at the Entering and Emerging levels from grades 4 and 5;  
4/5-Transitional/Expanding/Commanding: this group includes students at the Transitional, Expanding, and Commanding levels from grades 4 and 5.

During the pull-out program, ELL students spend the majority of the day in an all- English content instruction and are brought together from various classes for integrated ENL or integrated ELA or another content area learning. During the push-in program, the ENL teacher works with ELLs during content instruction in collaboration with classroom teachers to provide integrated instruction in both language acquisition and academic learning. In both models, the ENL teacher and classroom teachers align the instruction with the needs of the student based on the content area the students are working on and scaffold instruction to create a supportive environment for ELLs students.

## 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.

Not applicable.

b. TBE program. *If applicable.*

Not applicable.

c. DL program. *If applicable.*

We currently have 54 ELLs in our school. Ms. Tian, who is dually certified in general education(K-6) and ESL/ENL(K-12), provides

ENL services in both pull-out and push-in programs. With a combination of the two programs, students at the Entering and Emerging levels receive 180 minutes of standalone ENL and 180 minutes of integrated ENL/ELA each week..

Students at the

Transitional level receive 90 minutes of integrated ENL/ELA and 90 minutes of integrated ENL in content areas( ELA, science, or

social studies) weekly. At the Expanding level of proficiency, students take 90 minutes of integrated ENL /ELA in the pull-out

program and another 90 minutes of integrated ELA or other content areas in the push-in program. Students at the Commanding

level ( tested out) receive 90 minutes of integrated ELA, science, or social studies weekly. Our school does not offer HLA, however,

the ENL teacher and classroom teachers consistently provide home language support to ELLs in all programs.

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)?

At PS/IS 328 , language instruction is aligned with the Common Core learning standards. All students receive differentiated instruction in ELA, math, science, social studies, technology, and subject areas. Our ELLs are no exception. We offer our ELLs individualized instruction targeting their English Language needs as well as their content area needs towards meeting the Common Core standards. ELLs are given additional support when necessary in ELA, math and other content areas through AIS and small group instruction. Bilingual glossaries are provided to support different content areas to help each child's understanding of the lesson and materials. Instruction always takes into account the first language and culture of our ELLs. Textbooks and trade books are offered in native languages for support in comprehending materials, when available.

Integrated ELA and other content area instruction is delivered in both the push-in and pull-out model. In the pull-out program, our dually certifeid ENL teacher, Ms. Tian, provides instruction in integrated ELA, science, or social studies in English. Scaffolding plays an important role in building students' background knowledge prior to delivering lessons in content areas. With a brand new smartboard, ipads, and laptops, students are able to acquire vocabulary words accompanied with vivid pictures from the internet.

For each learning unit, whether it is ELA, science, or social studies, Ms. Tian carefully pre-selects vocabulary, mostly tier two or high-utility words. Students enage in various activites including vocabulary sort, writing 7-up sentences, four-corner vocabulary, as well as teacher-designed interactive vocabulary games on the smartboard. Students also watch videos in English and their home language. Partner talk or accountable talk always follow video watching when our ELLs, usually quiet in the mainstream classrooms, actively ask and answer questions, or make comments about the topic presented in the videos. Our ELLs are active participants in these discussions while Ms. Tian serves as the facilitator by posing higher-order thinking questions using Bloom's Taxonomy.

In the classrooms, ELA teachers present interactive lessons on smartboards, using vivid charts and pictures to introduce vocabulary and key concepts, graphic organizers, and other strategies to support the ELLs. Daily small group activites provide differentiated instruction that target the needs and reading skills of all students including out ELL population.

In math, Go Math is the core curriculum which includes a language support section in each unit. Another key feature of Go Math is that all lessons and interactive activities are Common Core aligned and can be accessed online in both English and Spanish. Students have daily opportunities to acquire new mathematics concepts as well review old ones both at school and at home.

In science and social studies teachers use a variety of hands-on materials, trade books, and technology which give students opportunies to explore new science concepts and topics. Starting in November, students will take field trips that align with science and social studies units. These carefully planned field trips allow real-world application for what students learned in the classroom.

Technology/collaboration among teachers:

Last year, students in grades 4 and 5 created science projects under the guidance of the science teacher and technology teacher. Students selected one of the science topics assigned by the science teacher, conducted extensive research on the internet in the computer lab, and created powerpoint presentations. Students, especially ELLs, shared that they had learned more from these projects than from traditional textbooks. The two teachers plan to work together again this year using more advanced technology and software for students to explore science concepts.

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.

We evaluate Spanish speaking ELLs using the Spanish LABR during the initial registration. ELLs are also able to take the NYS Math Exam with a translated version of the test in their home language. Bilingual dictionaries or glossaries are available to Spanish-speaking students during state math exams.

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

ELL students are evaluated through both informal and formal assessments in listening, speaking, reading, and writing.

To evaluate speaking and listening, teachers incorporate systematic techniques such as partner talk, class presentations, questions

and answers after watching a video or listening to a read-aloud. Through observations of these classroom activities, teachers are able to assess students' speaking and listening skills and modify instructional plans for individual students. Informal assessments to evaluate students' reading and writing skills include running records, paraphrasing short texts, reading responses, journal writing, and writing projects. Formal assessments for reading and writing include 1) Scholastic Reading Inventory or SRI which is administered three times a year; 2) MOSL- NYC Baseline Performance Tasks, three times a year; 3) NYSITELL is administered to identify new ELLs; 4) NYSESLAT is administered in the spring to evaluate skills in all four modalities; 5) NYS ELA and Math Exams.

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

a) Plans for SIFE students

-Students are engaged 45 minutes daily in Imagine Learning, a language and literacy software program designed for English language learners and struggling readers with strong support in visuals and home language

-SIFE children are paired with a buddy who is fluent in English and the same home language; the buddy helps the SIFE partner during classroom instruction.

-Whenever possible, lessons in science and social studies are translated into the student's home language using online translating tools; multi-media including videos, audios, and difficult are presented in both English and home language; vocabulary words are displayed in English and Spanish with vivid pictures.

b) Plans for Newcomers:

Our three SIFE students are also newcomers, so some of the strategies overlap for the SIFE and newcomers

All our SIFE and newcomers are at the Entering levels of language proficiency. They receive 180 minutes of instruction in standalone ENL where they engage in mostly speaking, listening, and general and academic vocabulary acquisition.

Plans for newcomers in grades K-2 include two computer programs-Starfall and Imagine Learning, teacher-created learning activities on the smartboard, daily oral language practice such as meaningful conversations about familiar topics and pictures; phonics and phonemic awareness that are incorporated in read-alouds; language and reading responses using the method of sentence frames. In addition to computer-assisted literacy programs, lessons for SIFE students and newcomers in grades 3-5 promote language development in all four modalities-listening, speaking, reading, and writing. When scaffolding vocabulary, students are expected to say the words, explain in student-friendly definition or in home language. They may also create vocabulary webs, draw pictures, and write sentences to demonstrate understanding.

Another very motivating tool is technology. Throughout a learning unit, students are encouraged to use ipads and computers to look for pictures as well as word meanings in English and home language. Using ipad apps, they create nonfiction ebooks which are published in the class ebook library on ipads.

Reader's Theater is another activity newcomers and SIFE students in grades 3-5 love to participate. At the end of a learning unit, the ENL teacher creates a script based on the reading or topic discussed in class. Each student has one or more roles in which they are required to read the lines loud and clearly. Reader's Theater promotes oral language fluency and improves students' overall reading skill.

c) Plans for developing ELLs:

The majority of our developing scored at the Expanding level in speaking on the NYSESLAT, so the goals for this group of ELL are to improve listening, reading comprehension, and writing in academic areas. In addition to our core ELA curriculum Ready Gen, the school also subscribed to an online reading program called Myon.com, which offers over 5000 books in various genres, levels, and interest areas. Most books also have audios which ELLs can listen to and read at the same time. Every student is assigned an account. They can select books of their interest, or read books assigned by the classroom teacher and write responses.

The ENL teacher collaborates with the classroom teachers on a weekly basis, sometimes, 3-4 times a week, to discuss lesson

pacing, students needs, and effective ELL strategies . In the pull-out program, developing ELLs engage in academic vocabulary study and close reading nonfiction texts. They are encouraged to participate in accountable talk using academic language before responding to readings in writing.

This year we expect all developing ELLs to score at the Commanding Level or move one level up on the NYSESLAT.

d) Our school does not have long-term ELLs this year. If we have long term ELLs, we would provide differentiated instruction in small groups based on the areas of needs. The ENL, AIS teacher, and school support team would develop an individualized plan for the student and monitor his/her progress weekly to see if short-term and long term goals are met.

e) Former ELLs who scored at the Commanding/Proficient level on the NYSESLAT continue to be eligible for ELL testing accommodations and mandated 90 minutes per week of ENL up to 2 years after testing out.

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

Between 6 to 12 months after the student has been re-identified as an ELL or non-ELL, the principal will consult with the student, the parent or guardian, and a qualified school member, who can be the student's classroom teacher, a content area teacher, or the ENL teacher. Based on the recommendations of the qualified teacher and meetings with the parent and student, if the principal feels that the student may have been adversely affected by the determination, the student will be eligible to additional support services as defined in CR Part 154-2.3(i) and the decision may be reversed within the same 6-12 months' time period. The principal will consult with the superintendent to have the student's ELL status reversed. The parent will receive notification in writing in their preferred language within 10 school calendar days.

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.

In ELA, teachers of ELL-SWDs use Ready Gen for their specific grade. Ready Gen consists of challenging grade-level literary and informational texts. Teachers design various scaffolding activities to build background knowledge before engaging students in reading the anchor texts. In math, the core curriculum is Go Math. The program includes both core lessons and intervention activities for students who need additional support. Teachers are trained to use technology-smartboard, computers, and online math activities-to provide academic access to academic areas. To promote language development, teachers use various techniques such as gestures, body language, speaking clearly, and repeating key concepts. New vocabulary and key ideas are also written on the board or word wall for those who need the audio-visual connection. Teachers may preload pictures or encourage students to search online for pictures that best illustrate difficult concepts. Students are taught to restate key ideas and details in their own words.

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

ELL-SWDs receive all services mandated on their IEP. The ENL teachers collaborates with the classroom teachers in order to communicate areas of needs and monitor student progress. All service providers including the speech teacher, SETTS specialist, OT, and ENL teacher, are given opportunities to familiarize themselves with students' IEPs in order to help students achieve their goals through modifications and differentiated instruction. ELL-SWDs in self-contained classes are mainstreamed in a general education setting during ELA and math. The ENL teacher, teacher of ELL-SWDs, and general education teacher provide differentiated instruction that focus on specific skills and strategies needed as per the IEP. Data derived from both formal and informal assessments is also analyzed in order to help students achieve IEP goals.

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?

The ENL teacher, classroom and AIS specialists will focus on strategies that will address the needs of the ELL students who are struggling in ELA, math, and other content areas. The newcomers receive 180 minutes instruction of Standalone ENL and 180 minutes of Integrated ELA, science, or social studies. Within the classrooms, teachers differentiate instruction in small groups based on formal and informal test data, observations. The school AIS/RTI team works with small groups of students in each grade level:

5th grade-Ms. Mclean focuses on ELA and science

4th grade-Ms. Johnson focuses on ELA

2nd &3rd grade- Ms. Holloway works in small groups to target literacy skills

1st grade-Ms. Granoff-focuses on early literacy and writing

K- The school is in the process of hiring another AIS teacher who will work with small groups of students in Kindergarten 3 times

Chart a week to target phonics and comprehension  
 Starting in November 2015, Mr. Shi, a retired ENL/Math teacher will work classroom teachers in grades 1-3 to provide support to students in math and science

**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)	<b>2 units of study <i>per week</i></b> (360 min.)	<b>2 units of study <i>per week</i></b> (360 min.)	<b>1 unit of study <i>per week</i></b> (180 min.)	<b>1 unit of study <i>per week</i></b> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
Chart	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	<b>STAND-ALONE ENL</b> K-12 Certified ESOL teacher		<b>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</b> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <b>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</b> 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	<b>STAND-ALONE ENL</b> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<b>INTEGRATED ENL</b> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<b>STAND-ALONE ENL</b> K-12 Certified ESOL Teacher		<b>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</b> ESOL or Content Area (7-12) teacher who holds both certifications <b>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</b> 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.

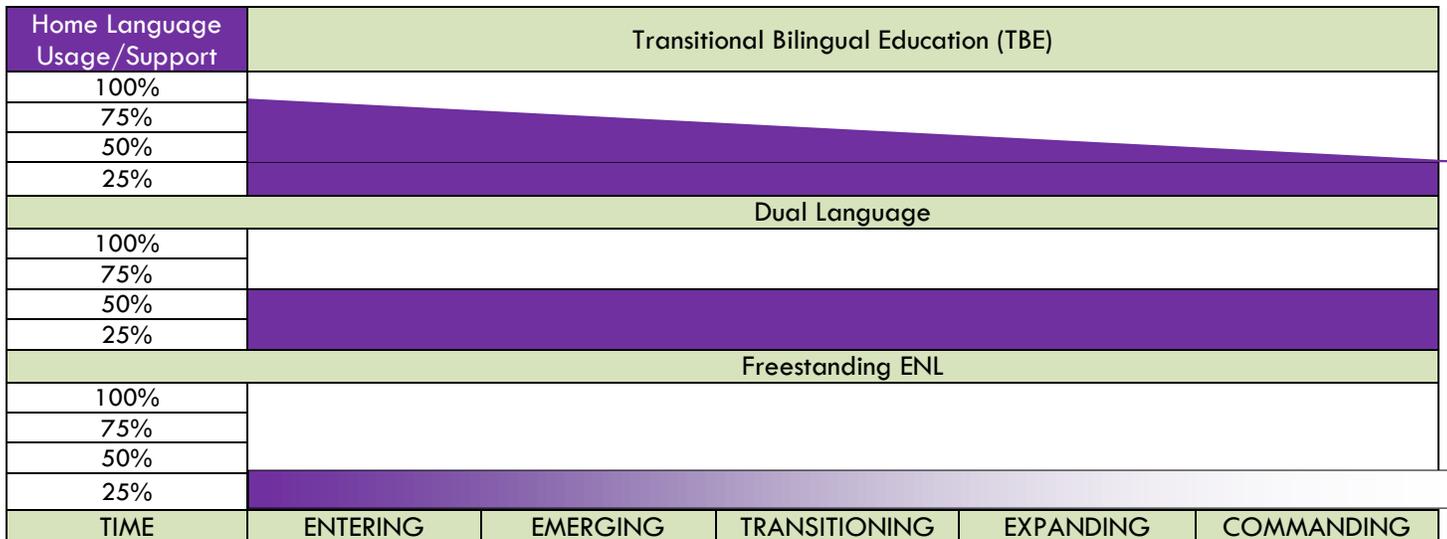


\*Note: “other approved services” does not apply to New York City at this time.

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.  
At PS 328, the current program is effective in meeting the needs of the ELLs in both content and language Acquisition needs. ELLs at the Entering and Emerging levels receive 180 minutes instruction of Standalone ENL and 180 minutes of Integrated ELA per week by a dually certified ENL teacher. Transitional ELLs receive 90 minutes of Integrated ELA and another 90 Minutes of Integrated science or social studies. Expanding level ELLs Receive 180 minutes instruction of Integrated ELA or content area. ELLs at the Commanding level( tested out) Continue to receive 90 minutes of integrated instruction in ELA all content areas weekly.  
In grades k-5 the core curriculums ReadyGen and Go Math are aligned with the Common Core Learning Standards. Teachers of each grade and the ENL teacher meet weekly to determine on common themes and unit plans in ELA and math that meet the needs of all students. The science teacher, the ENL teacher, and Classroom teachers discuss and review the curriculum needs of the ELLs in regard to development in vocabulary and academic language. In each content area unit tests and cumulating tasks are assigned after each unit to assess students' progress and areas of needs.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.  
Ready Gen  
Computer-based literacy programs: Imagine Learning; Essential Skills  
Smartboards, ipads, and laptops in every class  
Razkids for k-2  
TC Writing Model for K-2  
Reading Rescu  
Go Math  
IXL /Math
12. What new programs or improvements will be considered for the upcoming school year?  
The Santillana Intensive English will be used less frequently because the program has not been updated to be entirely aligned with the CCLS.
13. What programs/services for ELLs will be discontinued and why?  
All students, ELL's and SWDs are afforded equal access to all school programs including ELA, math, science, social studeies, Technology, physical education, dance theater, and Friday clubs.. Ells also participate in content writing proejects during Extended Learning Time/ELT. In the afterschool programs, students receive extra support in reading and math three hours a week from November to May. In addition, NYS funds for "Renewal Schools" and Title III funds support our offer for classes designed specifically for ELL's and at-risk students. The purpose of these programs is to provide students with opportunities to enhance language, literacy, and writing skills to meet the rigorous demands of Common Core Standards.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.  
ELA -  
Grades K-5 ReadyGEN, Pearson's Phonics  
Myon-an online library with over 5000 books  
Imagine Learning-a software literacy program  
Razkids-a online reading program for k-2  
Reading Rescue  
Moving into English  
Language Power by Teacher Created Materials  
  
Math  
Go Math!  
CMP3 Math  
IXL  
  
Technology  
ipads and laptop in every class  
Powerpoint  
Pixie  
iMovies  
Computer Lab-Teacher-created educational programs and tasks to meet needs of individual students including ELLs  
Afterschool Program - including ESL groupings

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.

In our Freestanding ENL, home Language support is provided to ELL students through cooperative groups and peer interaction. Lessons are designed to help students develop awareness of English-Spanish cognates. Students learn strategies to use cognates in their home language as a tool for understanding English as a new language. Another useful technique is utilizing videos from educational websites. In every classroom, teachers may pre-load videos in students' home language via internet on the Smartboard, ipads, and computers. These videos are shown to students as scaffolding of difficult concepts or reinforcements after reading literary and informational texts. Students. As a result, students have better understanding of the content area lessons taught in English.

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

The required services and resources correspond directly to our ELLs ages and grade levels at all times. For students in lower grades, we use large prints, pictures, manipulatives, audio/visual aids, rhymes, and various hands-on materials. Every class will be equipped with ipads, laptops, and desktop computers. One of the visions that our principal, Mrs. Gedacht, has is for every student at PS 328 to have an ipad or laptop in school. In K-2, Starfall, PBS for Kids, Imagine Learning, and Razkids are four of the internet resources used as supplements for early literacy and content instruction. In addition to cooperative learning groups, students in upper grades also use Achieve3000 and Myon during small group periods.

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

At the time of pre-registration the Parent Coordinator, the guidance counselor, the ENL teacher and pre-K teachers work with families of potential students by advising them of the best program for enrollment. The team works with the families to help them become more familiar with our Freestanding ENL program and the curriculums offered in first grade. Throughout the school year, new ELLs are invited to participate in all programs offered at PS 328. For example, students are invited to Dance Theater, Friday clubs, Extended Learning Time, Title III Afterschool, and the end-of-year prom sponsored by the PTA.

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).

**PS 328 does not offer language electives.**

19. What language electives are offered to ELLs?

**Not applicable.**

20. For schools with dual language programs:

- What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
- In which language(s) is each core content area taught?
- How is each language separated for instruction?
- Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

Throughout the school year the ENL teacher attends professional development provided by DELLS and DOE-approved organizations. She also attends trainings in core curriculum and is being updated on new guidelines as well as continuously being informed regarding NYSESLAT and new policies related to providing mandated services to ELL students. At school grade meetings the ENL teacher turnkeys information to teachers and administrators to ensure that services and instruction are aligned with state standards and regulations.

## 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.)

All teachers of ELLs are involved in professional development during planned professional development days such as Election Day, Staff Development days and Faculty Conferences. During these staff development days teachers discuss different methodologies that are aligned with our ELL needs.

In order to support teachers, we also provide numerous ongoing professional development activities. We have added two .5 coach positions to address the needs of teachers in all grades – PreK to Grade 5. The coaches work collaboratively with the 3 day/week F status early childhood staff developer and the two literacy consultants that will each provide 50 days of P.D. throughout the year, targeting either PreK-2 or 3-5. They will meet 1:1 with teachers, with teacher teams, model instruction, co-teach and develop lesson plans and curriculum maps that include performance tasks. The coaches will assist teachers with analyzing data and how to use assessment data to differentiate instruction. All programs, technology programs such as Imagine Learning and Achieve 3000 that are purchased will include ongoing Professional Development. The SIG partnerships with Studio in a School and the New York Historical Society also include ongoing inhouse Professional Development. Administrators will provide targeted professional development for individual teachers and teacher teams that includes feedback tied to the Danielson Framework. Our teachers will also receive training on addressing social and emotional needs of our students through Ramapo for Children. :
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?

PS 328 is a Prek-5 school. As student transition to middle school, we provide a variety of support. From September to November the guidance counselor meets with all families to discuss middle school options. She provides the parents and students with middle school directories. From December to February, parents are invited to meet with the guidance counselor individually to discuss middle school placement options that are available for ELL students and the pros and cons for each alternative. Classroom teachers help students prepare a portfolio and the ENL teacher will help students prepare for middle school interviews by explaining the process and conducting mock interviews. In addition to the rigorous core curriculums our students receive, ELL students attend Extended Learning Time and after school programs throughout the grades. The focus of such instruction in the lower grades is to develop a strong oral language foundation to support academic learning and in the upper grades students participate in a program to build academic skills and a test preparation program in both ELA and math.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

PS 328 provides professional development to all teachers and administrators that address the needs of English Language learners. The in-house PDs and trainings described in questions 1 and 2 of this section consist of 15% of the PD hours that are dedicated to best practices for teaching language and content to ELL students.

The ENL teacher attends PDs monthly both in school and those sponsored by DOE and other educational organizations. 50% of those PDs focus on best practices for co-teaching strategies and integrating language and content instruction for ELLs. Attendance and agendas are kept in the principal's office.
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.

As per CR Part 154-2, our school will provide mandated annual meetings with parents or guardians of ELLs at least once a year, in addition to parent-teacher conferences, initial parent orientations, and quarterly meetings. The ENL teacher or the classroom teacher will invite the parents to these meetings which will be held during parent engagement time from 2:20 to 3:35 pm on Tuesday afternoons. During the meetings, we will discuss the student's language and academic progress by presenting the parents with student work, results from formal and informal assessments. Areas of needs and improvement will also be addressed during the meetings. Translation/interpretation is always available to the parents as our school has bilingual staff who are fluent in Spanish, French, and Haitian Creole. If a parent needs assistance in a language other than Spanish, French, or Haitian Creole, the school will contact the Translation and Interpretation Unit to request interpretation or translation services. Attendance records will be kept in the classrooms.

### C. Parental Involvement

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

The teachers will follow up with parents during morning arrivals or afternoon dismissal time to ensure that parents needs are accomodated. Phone calls will be made to those parents who do not to their child's school regularly.Records of all annual meetings will be kept in the classrooms of the teachers who conduct the meetings.

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.

Paste response here:

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Parents of ELLs at PS 328 are provided with numerous opportunities to participate in school activities. The Parent Coordinantor, Ms. Stroman, and the PTA work together to conduct monthly parent workshops focusing on parenting skills and commination between school and community. In addition , every Tuesday from 2:20 to 3:35 is our parent engagement time. Parents are invited to the classrooms to participate in various activities such as art,technology, reading, math games, and homework help. More and more parents take advantage of the oppotunities to be actively involved in their child's education. Throughout the year, parents will also be invited to various school-wide assemblies including Fall Celebration, Winter Celebration, Spring Assembly, End-year Dance Performance, and others.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? PS 328 has partnerships with ICL, CCENY/Community Coalition of East New York, Counseling in School, and NYC Dept of Health.Since the beginning of the school year, our partners have organized numerous workshops and activities at school. CCENY offered workshops to parents about housing and mental health. Dept of Health oragnized Dad Takes Child to School Day when over 50 parents particiapted. In all activities bingual information is provided to parents both in writing and spoken forms.

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

The school administrators and staff work closely with the PTA to address concerns and needs of all parents including ELLs on a daily basis. We communicate with parents through flyers, questionnaires, and monthly calendars in multi languages and always welcome parents' feedback. Most parents are candid to express their needs and expectations with the administors and teachers during formal and informal meetings. Each parent and student concern is examined individually to be decided if it is an academic, emotional, social,or language issue. We then provide support that addresses the needs of the parents.

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

The Parent Coordinator and PTA send out parent surveys, have daily conversations, and communicate with parents over the phone. Through these means they receive feedback from parents and then conduct activities or meetings that meet parents' needs.

### 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: 19

School DBN: 19K328

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)
Barbra Gedacht	Principal		10/22/15
Joseph Simone	Assistant Principal		10/22/15
Samone Stroman	Parent Coordinator		10/22/15
Becky Tian	ENL/Bilingual Teacher		10/22/15
Dilesha Walker	Parent		10/22/15
	Teacher/Subject Area		10/22/15
	Teacher/Subject Area		10/22/15
	Coach		10/22/15
	Coach		10/22/15
Dawn Brown	School Counselor		1/1/01
Joyce Stallings-Harte	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

## 2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

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

DBN: **19** School Name: **PS**  
Superintendent: **Joyce Stallings**

### 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](http://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

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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.

When parents or guardians first register their child at PS 328, their registration package includes the Home Language Identification Survey. A trained pedagogue is present to assist the parents to fill out the HLIS. At the completion of the registration, the child's home language is determined to be either English or another language. Part III of the HLIS indicates the parent's preferred language of communication. Other ways to determine the parent's preferred language of communication is ATS reports, blue Emergency Contact Cards, and conversations with parents at PTA meetings and parent-teacher conferences. Languages other than English spoken by our parents are Spanish and Arabic. One parent speaks French, another Haitian Creole. Some Spanish-speaking parents prefer written and spoken communication in both English and Spanish. Others prefer English since they only speak but do not read the language. Our Arabic parents accept written communication in English and Arabic or in English only due to the reason that they can always find someone who is bilingual in English and Arabic to translate for them. Most Arabic Speaking families have at one member who speaks and reads English. Therefore, they can communicate with the school in either language. Parents of other languages prefer written and spoken communication in both languages.

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 at PS 328 are:

Spanish

Arabic

French

Haitian Creole

## Part B: Creating a Communications Calendar

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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.)

Annual handbooks /September 2015

Newsletters/ monthly

Calendars/monthly

Parent-Teacher conference announcements /4 times a year: September, November, March, May

After-school programs/ October 2015

NYS ELA and Math test dates/March 2016

NYSESLAT/March 2016

Principal's letters to parents/ throughout the year

Parent calendars /monthly

Title I letters / September 2015

Fire drill and lock downs/September 2015

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

Parent-teacher conferences/ 4 times a year: September, November, March, May

Parent engagement in the classroom /every Tuesday 2:20 to 3:35 pm

Attendance personnel contacting parents via phone/ daily

Guidance counselor contacting parents via phone/as needed

PTA-sponsored workshops/monthly

School assemblies/monthly and around holidays

## **Part C: Providing Language Assistance Services**

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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.

We have a few Spanish-speaking staff members who translate above-mentioned documents into Spanish. After documents are presented to the administrator for approval, they are translated into Spanish by bilingual staff members and then distributed to parents. For large volume documents, we first look in the DOE website to see if the document is available in other languages. If not, a written request is sent via email to the Translation and Interpretation Unit. To ensure timely distribution, we try every effort to send requests two weeks before distribution dates or as early as possible.

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.

At the request of the school administrator, the SBO, which has an office located at 328, has assigned a bilingual director, Mariana Peralta, who is fluent in Spanish, to work with parents and students. Ms. Peralta and her team support parents and students in their emotional and language needs during conferences and meetings. In addition, our Spanish bilingual staff are always available to help parents from 8 am to 4 pm. One teacher who speaks French and Haitian Creole also interprets for the only French-speaking parent and the HC-speaking parent. Arabic-speaking parents always bring someone - a family member or friend who speaks English when they come to school. In the case that they do not bring bilingual persons, we will call the Translation and Interpretation Unit's hotline 718-752-7373 for an interpreter over the phone.

## **Part D: Training Staff on Policies and Procedures**

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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.)

Our Language Access Coordinator/LAC attended the in-person training sponsored by the Translation and Interpretation Unit. Back at school she conducted workshops to turnkey information to the staff members. At the beginning of school year, she redistributed language palm cards, T&I brochures and instructions on how to make calls requesting interpretation services. The LAC also communicates with teachers weekly if they have questions on how to use the T&I hotline.

## **Part E: Providing Notice of Language Assistance Services**

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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

A copy of Chancellor's Regulations A-663 regarding translations and interpretations as well as the website needed to obtain this particular regulation as well as the other Chancellor's Regulations will be made available to parents in a covered language. In-house staff will be used for written translation and oral interpretations.

Parents/staff will be used for oral interpretation during conferences and meetings.

Primary language spoken will be determined by HLIS and teacher-parent communications in September.

Translated versions of the "Parent's Bill of Rights" are on file in the main office entrance.

Signage indicating the availability of interpretation services are posted in the major languages provided by the Department of Education.

Additional signs that are posted in the lobby are also posted in the major languages provided by the Department of Education.

A staff member has been assigned to coordinate translation and interpretation services for the school

**Part F: Monitoring and Quality Control**

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

Our school will follow the procedures outlined on the Translation and Interpretation Unit website in order to meet the translation and interpretation requirements set forth in the Chancellor's Regulations A-663.. We encourage the parents to contact the school or district office whenever they wish to receive language access services.

We will also address any questions parents may have to the T & I Unit.