



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: P.S. 326

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 22K326

PRINCIPAL: COLLEEN M. DUCEY

EMAIL: CDUCEY@SCHOOLS.NYC.GOV

SUPERINTENDENT: DR. RHONDA FARKAS

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

| Name | Position and Constituent Group Represented | Signature |
|-----------------------|---|-----------|
| Colleen M. Ducey | *Principal or Designee | |
| Jennifer DeLuca | *UFT Chapter Leader or Designee | |
| Jackie Hubschman | Para, Chairperson | |
| Clara Tortorici | DC 37 Representative, if applicable | |
| Rebecca Ehrlich | <i>Teacher</i> | |
| | | |
| Bonita Hamilton Smith | *PA/PTA President or Designated Co-President | |
| Marie Pierre | Parent | |
| Michelle Beckles | Parent | |
| Shawnte Tate | Parent | |
| Betty Henderson | Parent | |
| | | |
| | | |

** Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

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

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

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

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

- By June 2013, 65% of all K, 1 & 2 students will improve at least one rubric level between pre and post writing assessment, on a rigorous Common Core learning task that combines literacy and science or literacy and social studies as measured by rubrics, Webb's Depth of Knowledge levels, student work portfolios and the PS 326 writing rubrics.

Comprehensive needs assessment

- Based on last year's end of year 2013 writing samples and culminating performance tasks, we found that students needed more practice in writing in non-fiction and informational responses to text. In addition, due to the changing of our New York State standards, teachers need to continue to familiarize themselves with the Common Core State Standards and continue to align teaching practices to college and career readiness standards. Teachers will plan more rigorous activities and continue to align assessments to help increase their students' performance on high level literacy tasks.

Instructional strategies/activities

- a) Teachers plan rigorous units of study based on Common Core Learning Standards.
- b) Teachers create a complete unit of study which includes pre and post writing assessments and two interim benchmark activities
- c) Teachers meet and engage in the process of calibrating the use of a single set of scoring criteria (rubric) among multiple scorers to establish norms
- d) Teachers meet often to agree on model exemplars, assessment rubrics and the actual administration of the unit
- e) Teachers use the RtI model and group students according to need
- f) Collaborative inquiry protocols used among teachers when looking at student work
- g) Students will read non-fiction and fictional texts and include text based evidence in their writing
- h) Students will read more challenging texts and conduct web based research and use this evidence when presenting information.
- i) Students will write in response to non fiction texts and grade their work using the CCLS rubrics

Target Population: All Classroom teachers, out of classroom providers, all support staff and all Pre-k to Grade 2 Students
Implementation Timeline: September 2012-June 2013

Strategies to increase parental involvement

- Ongoing workshops have been and continue to be provided to our parent community on the Common Core Literacy standards for the early childhood grades. Parents are aware of the expectations for student performance and have been engaged in assisting their children with CCLS literacy assignments. Parents have been invited to attend our Saturday Title III workshops that focus on how to help their child at home in the same way that we assist them at school. Parents will become familiar with the units of study and the daily activities that their children are engaged in throughout the school year.

Budget and resources alignment

- Indicate your school's Title I status: X School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

 X Tax Levy X Title I Title IIA X Title III Grants Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- Title I funds are used to support a full time coach who provides professional development in literacy and assists teachers in planning.
- Tax Levy and NYSTL are used to purchase books and software to enhance literacy units of study.
- Title III funds are used to provide a Saturday Academy for ELL students and their families that will focus on assisting ELLs in meeting the CCLS standards.
- ARRA funds have been scheduled to provide per session or per diem funds for teachers to meet and plan rigorous units of study.

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

- By June 2013, 65% of all K, 1 & 2 students will improve at least one rubric level between pre and post mathematics assessment, on a rigorous Common Core learning task as measured by rubrics, Webb's Depth of Knowledge levels, student work portfolios and the PS 326 writing and math rubrics

Comprehensive needs assessment

- Based on the data from last year's units of study, we found that students needed additional hands support in constructing mathematical equations and problem solving. In addition, due to the changing of our New York State standards, teachers need to continue to familiarize themselves with the Common Core State Standards and continue to align teaching practices to college and career readiness standards. Teachers will plan more rigorous activities and continue to align assessments to help increase their students' performance on high level math tasks.

Instructional strategies/activities

- a) Teachers plan rigorous units of study based on Common Core Learning Standards.
- b) Teachers create a complete unit of study which includes pre and post mathematics assessments and two interim benchmark activities
- c) Teachers meet and engage in the process of calibrating the use of a single set of scoring criteria (rubric) among multiple scorers to establish norms
- d) Teachers meet often to agree on model exemplars, assessment rubrics and the actual administration of the unit
- e) Teachers use the RtI model and group students according to need
- f) Collaborative inquiry protocols used among teachers when looking at student work
- g) Students will engage in open ended multi step problem solving
- h) Students will be able to explain and prove their mathematical thinking and processes
- i) Students will be able to write mathematically in order to demonstrate their reasoning and show their work.

Target Population: All Classroom teachers, out of classroom providers, all support staff and all Pre-k to Grade 2 Students
Implementation Timeline: September 2012-June 2013

Strategies to increase parental involvement

- Ongoing workshops have been and continue to be provided to our parent community on the Common Core Mathematics standards for the early childhood grades. Parents are aware of the expectations for student performance and have been engaged in assisting their children with CCLS mathematics assignments. Parents have been invited to attend our Saturday Title III workshops that focus on how to help their child at home in the same way that we assist them at school. Parents will become familiar with the units of study and the daily activities that their children are engaged in throughout the school year.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

- Title I funds are used to support a full time coach who provides professional development in mathematics and assists teachers in planning.
- Tax Levy and NYSTL funds are used to purchase books and software are purchased to provide manipulatives, remediation and enrichment activities in mathematics.
- Title III funds are used to provide a Saturday Academy for ELL students and their families that will focus on assisting ELLs in meeting the CCLS standards.
- ARRA funds have been scheduled to provide per session or per diem hours for teachers to meet and plan rigorous units of study.As

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

By June 2013, 100% of classroom teachers will engage in three short cycles of observation, discussion and reflection of their practice with their principal focusing on:

- 1E: Designing Coherent instruction
- 3B: Using questioning and discussion techniques
- 3D: Using assessment in instruction

Comprehensive needs assessment

- As a Chancellor's initiative and as a dedicated staff we are always striving to improve our practice. We constantly reflect on our teaching methodology and curriculum and value feedback provided by colleagues and supervisors. Teachers were asked to complete a Danielson needs assessment survey on Google docs and this data source was used as a prerequisite to selecting our three areas of focus.

Instructional strategies/activities

- a) This year we have identified three competencies that we have recognized as a need for our school. They are: 1E: Designing Coherent instruction, 3B: Using Questioning and Discussion Techniques and 3D: Using Assessment in Instruction.
- b) Professional development has been provided focusing on: developing coherent units of study, planning for differentiation as well as planning cognitively challenging activities and lessons
- c) Professional development has also been provided on designing questioning and discussion techniques that deepen student understanding
- d) Our professional development has focused on developing divergent and convergent questions so students can learn how to formulate hypothesis, make connections and discuss different views.
- e) Teachers will also focus on how to use assessments to plan for future teaching and learning
- f) The principal will engage in short cycles of observation, discussion and feedback with each teacher after observing each area of focus
- g) Teacher and principal meet after the Danielson observation, to jointly score the observation according to the Danielson rubric. A "glow", "grow" and next steps are identified and agreed upon.

Target population: All teachers

Implementation Timeline: September 2012-June 2013

Strategies to increase parental involvement

- Teachers provide oral and written feedback at least four times per year about their child's progress. We provide families with strategies that they can use at home to improve their child's achievement.

Budget and resources alignment

- Indicate your school's Title I status: X School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

 X Tax Levy X Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

- Tax Levy and Title I funding are used to provide substitute teacher coverage so our staff members can attend network and city wide workshops on teacher effectiveness.
- Title I funding is also used to purchase teacher effectiveness handbooks and resources.

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4

- By June 2013, all teachers (100%) will design and implement five six week theme based units of study integrating all curriculum areas including ELA, math, science and social studies.

Comprehensive needs assessment

- Examination of the results of the performance tasks in our units of study indicates that our theme units from last year need to be improved and modified. We found that students needed more in depth studies of nonfiction and informational units of study and needed to be able write mathematically. Teachers will create and implement units of study to meet these needs. Teachers will meet in teams to plan, create rubrics, review materials, examine exemplars and agree on assessments.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) Teachers meet to review the standards required for each grade and determine corresponding themes.
 - b) Teachers collaborate with the coach to define learning objectives for each unit and gather resources that will facilitate student learning
 - c) Each unit consists of approximately 15-20 teacher created lesson plans that depict differentiation of instruction and multiple entry points to ensure all students are engaged
 - d) Teachers agree on two interim benchmark activities as well as create a pre and post assessment task that measures student progress
 - e) Teachers and coach customize CCLS based rubrics that will be used to norm student work

Strategies to increase parental involvement

- Families are invited to participate in Family Reading and Math activities after school and on weekends. Parents have access to our “lending library” which consists of a myriad of materials that increase parent engagement and improve our students literacy and math skills.

Budget and resources alignment

- Indicate your school’s Title I status: X School Wide Program (SWP) Targeted Assistance Program(TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

X Tax Levy X Title I Title IIA X Title III Grants Other

If other is selected describe here:

Service and program coordination

- Title I funds are used to support a full time coach who provides professional development in literacy and math and assists teachers in planning units of study.
- Tax Levy and NYSTL funds are used to purchase books and software to enhance the development of our units of study.
- ARRA funding used to provide per diem and per session hours to allow teachers to plan and write units of study.

ANNUAL GOAL #5 AND ACTION PLAN

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

Annual Goal #5

- By June 2013, 84% (11/13) of all classroom teachers will meet their professional learning goal that accelerates student learning as measured by a variety of assessments including but not limited to : Rigby benchmarks, ECLAS, Envisions math assessments, writing samples and student portfolios.

Comprehensive needs assessment

- In consultation with the Principal, teachers will analyze their students' baseline reading benchmarks, writing samples and math data to submit a goal that accelerates student learning. Together, the teacher and the principal will identify the learning priorities and create a professional learning goal that will address these needs.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) Professional development for all staff members on goal setting
 - b) Analysis of data to help all teachers set professional goals
 - c) One to one meetings with the principal to set goals
 - d) Setting of one long term learning goal with two interim benchmarks to monitor teacher and student progress
 - e) Creation of template to monitor the progress of teachers and students
 - f) Monthly tracking of individual students' progress in order to aid in the revision and/or modification of the long term goal
 - g) October, January, April and June meetings scheduled with the principal to determine progress of each teacher in meeting their goal

Target Population: All classroom teachers and data specialist

Implementation Timeline: September 2012 to June 2013

Strategies to increase parental involvement

- Parents are invited to parent orientation during the first two weeks of school to learn about the Common Core Learning Standards and curriculum used to educate their child.
- Progress reports are distributed to parents at the end of September to make them aware of their child's baseline data
- Progress reports are also distributed in January to families to make them aware of their child's progress in meeting their first benchmark.
- Progress reports are sent out for translation in the families preferred language
- Parents and caregivers receive consistent communication from the students' teachers regarding student achievement, academic difficulties and social development.

Budget and resources alignment

- Indicate your school's Title I status: X School Wide Program (SWP) Targeted Assistance Program(TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

X Tax Levy X Title I _____ Title IIA X Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

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

ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

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

HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

All teachers at PS 326 are highly qualified. We maintain a high level of professionalism and teachers are dedicated to our students and school. When recruiting new staff members, PS 326 will form a hiring team and will investigate the credentials of all candidates. We ensure that the teacher we hire, has completed all state and city requirements for certification.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

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

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

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership

Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;

- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
CAN BE LAST YEARS BUT MUST BE UPDATED

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.

For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

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

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

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

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

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

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

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

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

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

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

Part C: Professional Development

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

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

Begin description here:

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

Part C: Professional Development

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

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

Part D: Parental Engagement Activities

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

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

Begin description here:

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

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

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

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

Part E: Budget

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

Allocation Amount: \$11200

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

LANGUAGE TRANSLATION AND INTERPRETATION 2012-2013

Requirement under Chancellor's Regulations – for all schools

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

Cluster: **Jose Ruiz** Network: **CFN 605**

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

Part A: Needs Assessment Findings

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

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

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

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

Part B: Strategies and Activities

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

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

- A. Translate written communications to the family from the teacher to provide information on school activities, meetings and events.
- B. Translate written statement of school policy, requirements and expectations.
- C. Translate information regarding city and state exams and formal assessment procedures.

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

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

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

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

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

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
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| This school is (check one): | |
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Part C: Professional Development

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- topics to be covered
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Part E: Budget

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

Allocation Amount: \$11200

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