

**2014-15
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

DBN: (i.e. 01M001): **22K326**

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

Principal: **COLLEEN M. DUCEY**

Comprehensive Educational Plan Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

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

Section 4: CEP Overview

Section 5: Needs Assessment, Annual Goals and Action Plans

- **Section 5A Capacity Framework Element - Rigorous Instruction**
- **Section 5B Capacity Framework Element - Supportive Environment**
- **Section 5C Capacity Framework Element - Collaborative Teachers**
- **Section 5D Capacity Framework Element - Effective School Leadership**
- **Section 5E Capacity Framework Element - Strong Family-Community Ties**

Section 6: Academic Intervention Services (AIS)

Section 7: Title I Program Information

Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

Section 1: School Information Page

School Information

School Level: Early Childhood Center School Number (DBN): 22K326
School Type: Elementary Grades Served: Pre-K to Grade 2
School Address: 1800 Utica Avenue, Brooklyn, NY 11234
Phone Number: 718-241-4828 Fax: 718-763-5567
School Contact Person: Colleen M. Ducey Email Address: cducey@schools.nyc.gov
Principal: Colleen M. Ducey
UFT Chapter Leader: Jennifer DeLuca
Parents' Association President: Leroy Anderson
SLT Chairperson: Jackie Hubschman
Student Representative(s): NA

District Information

District: 22 Superintendent: Julia Bove
Superintendent's Office Address: 5619 Flatlands Avenue, Brooklyn, NY 11234
Superintendent's Email Address: JBove@schools.nyc.gov
Phone Number: 718-968-6115 Fax: 718-968-6252

Cluster and Network Information

Cluster Number: 6 Cluster Leader: Jose Ruiz
Network Number: 605 Network Leader: Lisa Gigoux

Section 2: School Leadership Team (SLT) Signature Page

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

Directions:

- List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk*.
- 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.**
- The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

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

**Signature of constituent only indicates consultation in the development of the CEP, not approval.

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

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

The Capacity Framework and CEP Development

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



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

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 Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

The Six Elements of the Capacity Framework	
1.	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.
2.	Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
3.	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.
4.	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.
5.	Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
6.	Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and

The Quality Review and the Capacity Framework

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

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

1. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
2. School Culture: Positive Learning Environment (1.4), High expectations (3.4)
3. Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

4. **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
5. **Step 2:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
6. **Step 3:** 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.
7. **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
8. **Step 5:** 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.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

- 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.
- School strengths, accomplishments, and challenges.
- The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

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

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

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

PS 326 has a very strong learning environment. Results of our Learning Environment Survey shows that for the past three years in a row we have surpassed the citywide average in every category both on the parent and the teacher surveys. Our last three Quality Reviews have also yielded "Well Developed" results and we have highly qualified and dedicated teachers. Our students enjoy coming to school and we have a very good daily attendance rate of 95%. Our challenges include the fact that our school is a leased building and located approximately a mile from our students' homes. Students are required to take a school bus each day to and from school and therefore, we do not see the parents of our students often.

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

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

1.	Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Rigorous Instruction). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
2.	Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.
Data Trends have been identified:	
<ul style="list-style-type: none"> • The 2012-2013 school year data and the 2013-2014 school year data analysis of Fountas & Pinnell shows that students gain on average approximately two benchmark levels in kindergarten, and approximately three levels in grades one and two • Baseline Ready Gen assessments during the 2013-2014 school year show the average score in grade one to be 35.4% and 57.9% in grade two. • Analysis of the 2013-2014 writing samples show that out of a possible rubric score of 28, grade one students scored a 6.9 on average on the pre test and in grade two, students scored a 9.1 on average. 	

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound.
By June 2015, all grade one and two students will improve their reading achievement by at least four Fountas & Pinnell benchmark levels as measured by pre, interim and post Fountas & Pinnell assessments.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. 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). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust 			
Instructional materials will include: Reading Streets leveled libraries, Ready Gen, Recipe for Readings and units of study based on the CCLS	All grade one and two students	September 2014 to June 2015	Administration and Teachers
Students including SWDs and ELLs will be grouped by need for guided reading and small group instruction; ESL and AIS providers will push into classrooms to support student learning.	ELL students and SWDs	September 2014 to June 2015	All teachers
Ongoing workshops have been and continue to be provided to our parent community on the Common Core literacy standards for the early childhood grades.	All Families	September 2014 to June 2015	Administration and Teachers

The home school collaboration will be supported by the technology program MYON which facilitates opportunities for students to read leveled books at home with their family.	All students and families	September 2014-June 2015	Administration and Teachers
--	---------------------------	--------------------------	-----------------------------

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- The students primary teacher will be responsible for providing ELA instruction on a daily basis.
- All out of classroom service providers will push in or pull out students based on needs
- Schedules are shared with all staff members and are aligned to the needs of the students
- Instructional materials including Readings Streets, Recipe For Reading, MYON Learning and the units of study based on the CCLS

Part 5 – Budget and Resource Alignment

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 Basic	X	Title IIA	X	Title III		Grants
---	-----------------	---	----------------------	---	------------------	---	------------------	--	---------------

List below any additional funding sources that will be utilized to support achievement of the goal.

N/A

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
2. Specify a timeframe for mid-point progress monitoring activities.

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

Part 6b. Complete in **February 2015.**

1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
----	--	--	-----	--	----

2.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?
----	--

--

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

- | | |
|----|---|
| 3. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 4. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

2013-2014 Danielson data shows that component 3B, Questioning and Discussion, is our area in greatest need of improvement.

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

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

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

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, all students will have opportunities to talk respectfully, communicate effectively, both orally and in writing to express critical thinking as measured by teacher observations, student and peer checklists and student work.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
5. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 6. 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). 7. Strategies to increase parent involvement and engagement 8. Activities that address the Capacity Framework element of Trust			
Professional development will be provided to teachers on Questioning and discussion techniques by network staff, ARIS Learn opportunities and intervisitations.	Teachers, paras and support staff	September 2014- June 2015	Network staff, Administrators and Teachers
All classrooms have posted “Talk with Respect” charts which include visual reminders as a UDL strategy for SWDs and ELLs.	Teachers, paras and support staff	September 2014- June 2015	Network staff, Administrators and Teachers

Our parent coordinator provides a lending library to parents which includes games, activities and puzzles that focus improving social, emotional and oral language skills.	Parents and students	September2014-June 2015	Parent Coordinator, administers and teachers
Our classrooms will be risk free environments where students and teachers feel safe to engage in conversations and discussions in all content areas.	Teachers and students	September2014-June 2015	Teachers and students

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- All classrooms will display “Talk with Respect” charts
- PD will be provided to teachers on how to model and instruct their students to speak respectfully during class discussions.
- Students self-assessments and peer checklists

Part 5 – Budget and Resource Alignment

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 Basic	X	Title IIA	X	Title III		Grants
---	----------	---	---------------	---	-----------	---	-----------	--	--------

List below any additional funding sources that will be utilized to support achievement of the goal.

NA

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

9. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
10. Specify a timeframe for mid-point progress monitoring activities.

Progress will be monitored at least four times per year as aligned to Danielson observation cycles. Round one of the observation cycles was completed in October 2014 and Round 2 will be completed by the end of December 2014. Round 3 will be completed by February 2015 and Round 4 completed by the beginning of May 2015.

Part 6b. Complete in February 2015.

11.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
12.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

- | | |
|-----|---|
| 13. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 14. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

Teachers completed interest surveys that indicated their preferences for professional learning for 2014-2015 school year.

Opportunities for professional development were offered based on the summative Danielson data from 2013-2014.

School’s strengths include:

- Planning and revising cohesive units of study based on the CCLS and student data
- Assessment data is collected including pre and post assessments, as well as two interim benchmarks in January and March in ELA, Math and Writing Achievement
- Parents are made aware of their child’s progress in an ongoing fashion, including bimonthly newsletters
- Vertical teacher teams meet regularly to ensure coherence across grades

School’s needs include:

- Professional Development in the area of scaffolding and providing student feedback
- Identify student exemplary work and norm our rubrics

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, all teachers will participate in a professional book club that positively impacts classroom practice as measured by improvement in at least one component of the Danielson rubric, revised unit lesson plans and students writing samples showing student progress as measured by pre and post assessments.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
15. Research-based instructional programs, professional development, and/or systems and structures needed to impact change			
16. 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).			
17. Strategies to increase parent involvement and engagement			
18. Activities that address the Capacity Framework element of Trust			

Teachers will engage in study groups, book clubs and socratic seminars aligned to their interest survey and needs assessment.	Administrators and Teachers	September 2014-June 2015	Administrators and Teachers
Professional learning opportunities will include strategies for addressing the needs of all earners including SWDs and ELLs.	Administrators and Teachers	September 2014-June 2015	Administrators and Teachers
Professional learning will identify ways to strengthen the home school connection.	Administrators, Teachers & parents	September 2014-June 2015	Administrators and Teachers
-Study Groups will adhere to norms and protocols that facilitate the sharing of thoughts and ideas and all voices will be valued and heard.	Administrators and Teachers	September 2014-June 2015	Administrators and Teachers

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Professional books selected based on teacher interest and need. Teachers will meet during the Monday professional development period at least once a month. Danielson Rubric will measure progress toward meeting goal.

Part 5 – Budget and Resource Alignment

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 Basic	X	Title IIA	X	Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									
NA									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
19. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.				
20. Specify a timeframe for mid-point progress monitoring activities.				
<ul style="list-style-type: none"> Student writing samples are collected on a monthly basis and monitored for student progress. Teacher Danielson data will also be monitored to track progress toward meeting this goal. 				
Part 6b. Complete in February 2015.				
21.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No
22.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

- | | |
|-----|--|
| 23. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 24. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

Teachers set professional goals based on their 2013-2014 Danielson observations and feedback.

Administrators and teachers collaboratively reviewed ELA and Math benchmark data from the 2013-2014 school year to identify gaps in student learning and set goals to address these needs.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, all teachers and administrators will collaboratively identify two goals and participate in differentiated professional development that results in improved teaching practice as measured by moving a minimum of one rubric level as measured by Danielson.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
25. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 26. 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). 27. Strategies to increase parent involvement and engagement 28. Activities that address the Capacity Framework element of Trust			
Data sources examined to determine student learning gaps and professional learning needs.	Administrators and Teachers	September 2014-June 2015	Administrators and Teachers
Teachers will be provided will professional learning opportunities including network wide pd, study groups and ARIS learn to further their professional growth in order to impact student achievement including SWDs and ELLs.	Administrators and Teachers	September 2014-June 2015	Administrators and Teachers
Families will be informed via teacher newsletters, phone calls and conferences to discuss student progress toward meeting student achievement goals.	Administrators and Teachers	September 2014-June 2015	Administrators and Teachers

Teachers collaborate with their administrators and colleagues in a risk free environment in order to improve their professional practice.	Administrators and Teachers	September 2014-June 2015	Administrators and Teachers
---	-----------------------------	--------------------------	-----------------------------

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Network achievement coach will provide differentiated professional development to all staff members.
- Teachers will engage in network professional development opportunities as well as activities provided by the administration on TeachBoost and ARIS learn.

Part 5 – Budget and Resource Alignment

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 Basic	X	Title IIA	X	Title III		Grants
---	-----------------	---	----------------------	---	------------------	---	------------------	--	---------------

List below any additional funding sources that will be utilized to support achievement of the goal.

--

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

29. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
30. Specify a timeframe for mid-point progress monitoring activities.

Progress will be monitored at least four times per year as aligned to Danielson observation cycles. Round one of the observation cycles was completed in October 2014 and Round 2 will be completed by the end of December 2014. Round 3 will be completed by February 2015 and Round 4 completed by the beginning of May 2015

Part 6b. Complete in **February 2015.**

31.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
32.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

--

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

- | | |
|-----|---|
| 33. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 34. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

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

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

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, all ELL students and their parents will be invited to participate in a Saturday Academy that focuses on improving the home school connection in order to improve language proficiency as measured by moving at least one level in one modality on the child’s NYSESLAT assessment.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
35. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 36. 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). 37. Strategies to increase parent involvement and engagement 38. Activities that address the Capacity Framework element of Trust			
Students participating in the Saturday Academy will utilize the Awards program designed to improve literacy skills in ELL students.	Administrators and Teachers	September 2014-June 2015	Administrators and Teachers
Instructional strategies will include Total Physical Response, the natural approach and alternate text sets. In addition, auditory supports will include books on tape, and technology based programs like StafFall, that improve letter/sound recognition	Administrators and Teachers	September 2014-June 2015	Administrators and Teachers
All parents will be invited to attend workshops provided our bilingual parent coordinator and guidance counselor. Translation	Administrators, Teachers &	September 2014-June	Administrators and Teachers

services will be provided at all workshops.	Parents	2015	
Parents will have an opportunity to learn side by side with their child and receive guidance from teachers on how to support their child's instruction at home.	Administrators and Teachers	September 2014-June 2015	Administrators and Teachers

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Title III plan and budget
- Research based program, AWARDS, will be used during the Saturday Academy
- Books on tape
- Technology programs including StarFall and Raz-Kids.

Part 5 – Budget and Resource Alignment

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 Basic		Title IIA	X	Title III		Grants
---	----------	---	---------------	--	-----------	---	-----------	--	--------

List below any additional funding sources that will be utilized to support achievement of the goal.

- Translation and Interpretation money

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

39. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
40. Specify a timeframe for mid-point progress monitoring activities.

- Participation will monitored using attendance sign in sheets
- By the half way point of this program we will report student and parent attendance data.

Part 6b. Complete in **February 2015.**

41.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
42.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	NYSESLAT Testing	Push in service	Small group instructional groups	Daily
Mathematics	Math Baseline assessments	Re-Teaching lessons	Small group instruction or 1:1	As needed on a daily basis
Science	Science unit assessments	Hands on experiments	Small group instruction	As needed on a weekly basis
Social Studies	Social Studies unit assessments	Repeated readings	Small group instruction	As needed on a weekly basis
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Poor social interaction or behavioral difficulties	Counseling	Individual or small group counseling	As needed

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

Indicate with an "X" your school's Title I Status.

X	Schoolwide Program (SWP)		Targeted Assistance (TA) Schools		Non-Title I
----------	---------------------------------	--	---	--	--------------------

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

All teachers at PS 326 are highly qualified. We maintain a high level of professionalism and teachers are dedicated to our students and school. When recruiting new staff members, PS 326 forms a hiring team and we investigate the credentials of all candidates. We ensure that the teacher we hire has completed all state and city requirements for certification. We provide all teachers with assistance and a mentor. We have grade leaders that support new teacher development and planning.

2b. High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

All staff members participate in professional development sessions on Monday afternoons. Topics include looking at student work using protocols; unit planning that reflects the Common Core standards and shifting classroom practice to support students in meeting Common Core standards. Our instructional focus this year provides on-going professional development to teachers that supports students using content vocabulary, talking respectfully and communicating effectively both orally and in writing.

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

Parents are invited to an open house and are able to see and tour our facility as well as meet with staff members. Parent handbooks are distributed which inform families of the academic expectations of the grade the child will enter in the Fall. Parents of turning five students who attend local Community Based pre-schools are invited to attend our open house events as well.

4b. Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

Based on our shared vision of how early childhood students learn best, we agree to assess students in one to one, small group or whole class formative and summative assessments. We also assess students’ reading and writing abilities in a performance based one to one conference which provides instructional next steps and actionable feedback to students. All student assessment data is entered on Google Docs and all staff members have access to viewing this data.

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

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **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 '15 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> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	145,664	X	10, 12,14
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal	128,018	X	16,
Title III, Part A	Federal	11,200	X	16, 17
Title III, Immigrant	Federal			

Tax Levy (FSF)	Local	1,160,246	X	8, 9
----------------	-------	-----------	---	------

¹Explanation/Background:

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

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

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)** - 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/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with 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 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

(Required for All Title I Schools)

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

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

Your school 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.

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

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

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the 2014-15 CEP

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their

children's progress;

- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand

School-Parent Compact (SPC) Template

[P.S. 326], in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards 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 with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

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

- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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



Department of English Language Learners and Student Support

Milady Baez, Senior Executive Director
 52 Chambers Street, Room 209
 New York, New York 10007
 Phone: 212-374-6072

<http://schools.nyc.gov/Academics/ELL/default.htm>

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: P.S. 326	DBN: 22K326
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
Total # of ELLs to be served: 41
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

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 4
of certified ESL/Bilingual teachers: 1
of content area teachers: 3

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:

Rationale: 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, at no cost to the program.

Schedule/Duration/Subgroups/Grade Levels:

The Saturday Academy will take place on 10 Saturdays in January, February, March and April for ELL children and their families: January 24, January 31, February 7, February 28, March 7, March 14, March 21, March 28, April 18, April 25.

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 are a total of 41 ELL students consisting of 13 Kindergarten of whom 11 are beginners and 2 are intermediate; 25 first graders of whom 9 are beginners, 7 intermediate and 9 advanced; 3 second graders, of whom 1 is intermediate and 2 advanced.

Teachers: 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. In addition, one supervisor will be at each session since no other programs are running in the school at this time.

Students will be grouped based on English proficiency level: All beginners will be in one class, advanced and intermediate students in the other class. There will be two teachers with each class at all times to facilitate individualized, targeted small group instruction. The ESL teacher will switch classes with one early childhood teacher so that she works with each group for 1.5 hours each week. When the ESL teacher rotates to the other class, one early childhood teacher will rotate to the classroom that the ESL

Part B: Direct Instruction Supplemental Program Information

teacher just left.

Materials: The materials that will be purchased with Title III funds include: non-fiction texts to support the units of study in science/social studies.

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 teachers of this workshop series will participate in CFN 605's series on Academic Language designed to support ELL instruction, facilitated by Sheila Singer, the network ELL coach. The first session was held on October 21st. A second session is scheduled for Jan 21st. 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 Assistant Principal, Melissa Fontanelli and our ELL teacher, Emma Nagel on Thursday, January 15th and January 22nd 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 41 ELL students are invited to attend all 6 parent sessions facilitated by our bilingual staff members Sarah Corvoisier our school guidance counselor, and Melida Foster, our Parent Coordinator. Translated invitations are backpacked home with the students.

Parents are invited to participate in workshops that promote home and school communication in order

Part D: Parental Engagement Activities

to improve student achievement.

-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 translation needs and depth of our presentations.

- The first three workshops which will take place on Saturdays from January 24th to February 7th, will take place simultaneously with the student component and will focus on topics including: communicating effectively with your child's teacher, student feedback, how to help your child with their homework, and looking at NYSESLAT.

- The second series of three workshops will take place from March 7th to March 21st. They will specifically focus on: unpacking the CCLS, looking at the ELA and math standards and Citywide 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 guidance in being involved in their 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: \$ _____

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. 	_____	_____

Part E: Budget

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

Allocation Amount: \$ _____

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

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

Part I: School ELL Profile

A. School Information [i](#)

District 22	Borough Brooklyn	School Number 326
School Name PS 326		

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

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

C. Teacher Qualifications

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

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

D. Student Demographics

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

Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	42	Newcomers (ELLs receiving service 0-3 years)	42	ELL Students with Disabilities	1
SIFE	0	ELLs receiving service 4-6 years	0	Long-Term (completed 6+ years)	0

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	0	0	0							0
Dual Language	0	0	0							0
ESL	42	0	1							42

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
Total	42	0	1	0	0	0	0	0	0	42
Number of ELLs who have an alternate placement paraprofessional: _____										

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

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

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

Part III: Assessment Analysis

Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	17	6	0											23
Intermediate(I)	4	5	3											12
Advanced (A)	0	3	4											7
Total	21	14	7	0	42									

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	B													

NYSESLAT Modality Analysis

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

NYS ELA

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

NYS Math

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

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math _____				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
 - PS 326 is an Early Childhood Center. We assess the early literacy skills of all students, including ELLs, through Fountas and Pinnell, Rigby Benchmarks, E-CLAS-2, Terra Nova pre and post, as well as looking at student work (writing samples). ELLs are also assessed through LAB-R and NYSESLAT. Data gleaned from these assessments shows that many incoming students need additional support in all

four modalities - listening, speaking, reading and writing. Beginning ELL students, entering Kindergarten for the first time, are tested using the One Word Picture Vocabulary Test (OWPVT). Students are tested both expressively and receptively and traditionally have scored approximately, 1 year below their chronological age when testing receptive language skills and two years below their chronological age when testing expressive language skills. Therefore, explicit language instruction, with a focus on academic and social vocabulary, as well as grammar usage, is taught daily

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
Our data shows that newly admitted ELLs and children who are the oldest in their families, are usually at the Beginning level across all modalities. Students who have siblings in school or have attended pre-K programs, usually score in the intermediate or advanced levels in all modalities.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

NYSESLAT modality breakdown data on RMSR is not available as of November 2013, however, our instructional programs are all formed based on student needs/data. Students are grouped homogeneously, according to proficiency levels in reading, writing, speaking and listening.

4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

P.S. 326 is an Early Childhood Center, grades Pre-K to 2. Therefore, our students do not take standardized NYS Exams. All early childhood assessments are conducted in English for all students. We do not participate in the ELL periodic assessments.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

All students, including our ELLs, are assessed monthly in all core subject areas. This data is used to differentiate instruction and scaffold academic vocabulary to make content more accessible to ELLs and SWDs. As appropriate, based on this data, ELLs receive Tier II academic intervention services. All Tier II students are re-evaluated monthly for continuation or discontinuance of services.

6. How do you make sure that a child's second language development is considered in instructional decisions?
All teachers meet in teams, with the ESL teacher, to analyze student data, look at student work and make instructional decisions. As an early childhood center, we focus on language and vocabulary development, including picture scaffolds, TPR, sentence frames, etc. We also use picture dictionaries, bilingual dictionaries, and alternate text sets to meet the literacy needs of our ELLs.

7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?

P.S. 326 does not have a Dual Language Program.

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
We evaluate the success of our ELL programs by analyzing NYSESLAT data, Rigby Benchmarks, writing samples, science and social studies assessments and vocabulary assessments on a monthly basis. Our students are assessed, monitored and flexibly grouped on a daily basis by their classroom teacher and other service providers. Our School Leadership Team and parents are kept up to date on the progress of all students, including ELLs, at our monthly meetings and through bi-monthly family progress reports sent home in the families' native languages. Parents are kept up to date on their child's progress through bi-monthly progress reports which are sent home.

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
P.S. 326 is an Early Childhood Center located in the Flatbush area of Brooklyn. When families come to register their child, pedagogues (ie. ESL teachers and bilingual teachers), trained in student intake procedures conduct an informal interview to determine the families preferred language of communication. Our ESL teacher, Galina Aleksandrovich, provides an initial screening and administers The Home Language Survey in the families' native language and English. If the home language survey indicates that the child speaks another language at home, the ELL teacher will administer the LAB-R to determine eligibility for ELL services within ten school days. Testing is administered by our ELL teachers, either Galina Aleksandrovich or Emma Nagel. All students identified as ELLs will be closely monitored during the school year using formative and summative assessments and also be assessed through the NYSESLAT in the spring to determine continuing ELL status. Spanish speaking ELL students are administered the Spanish LAB during the same testing period that LAB-R was administered, in order to determine language dominance. The Spanish LAB is administered by a Spanish speaking pedagogue. If no Spanish speaking pedagogue is on staff, we enlist the assistance of neighboring schools and/or our network team to administer the Spanish LAB.
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
Parents of ELL students are invited into the school for an orientation within 10 days of admission, that takes place before, during or after the school day to learn about the program choices for their children. Our bilingual staff members and ELL teachers will show the required DVD and discuss the options available for instruction to ELLs. Parents receive entitlement letters and program selection forms in English and their native language. Assistance is provided to ensure that parents understand the selection process and are able to select their preference. Parents complete the selection letters that they receive at the parent orientation and these program selection forms are kept on file at the school. Parent Orientations are facilitated by our licensed ESL teacher, Galina Aleksandrovich, with assistance from our Guidance Counselor, Sara Corvoisier and our Parent Coordinator, Melida Foster.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
In the event that a parent does not come to the orientation, forms are sent home in the child's bookbag and a phone call from the ELL teacher and parent coordinator is made until the forms are returned. In the event that a parent requests a program or we obtain enough students to form a bilingual class, we will assist the families in this capacity. Orientations are offered on an ongoing basis throught the year, as new ELLs enroll. Copies of the program selection forms are maintained in the ESL office. A record is kept of parents who select a dual language or bilingual program. In the event that 15 parents of students on two contiguous grades, who speak the same language, request such program, the program will be openend, as oer CR Part 154. The RLAT report, which lists NYSESLAT scores, is run annually, to identify students who continue to be entitled to ESL services. Entitlement letters are printed in English and the families native language,. and back packed home, to inform families of their child's continued entitlement. Copies of the letters are maintained in the ESL office.
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
Results of the LAB-R and a description of the child's program are discussed with the family in their native language. Based on the results of the LAB-R, all mainstream ELL Kindergarten are placed in one of our 3 general education kindergarten classes. All ELL special needs, grade one and grade 2 students are provided with push in services based on their language proficiency. After reviewing the parent survey and program selection forms for the past few years, the trend is that parents of ELLs choice letters predominately indicates a preference for their children to receive ESL services. Letters are sent home informing parents of the NYSESLAT and/or LABR results, which determine whether or not their child is eligible for ESL services. A record is kept of parents who select a dual language or bilingual program. In the event that 15 parentse of students on two contiguous grades, who speak the same language, request such program, the program will be openend, in accordance with CR Part 154. Parent selection is entered into the ELPC screen in ATS within 20 days of a student's admission.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
To ensure that all ELLs are administered the NYSESLAT exam each year, we run the RLER report which identifies all students eligible to take the LABR and/or NYSESLAT. We use this report to cross reference pre-slugged NYSESLAT answer documents that are sent to the school. We also reference our admits and discharges to ensure that all students are properly assessed. Our ESL teacher, classroom teachers and out of classroom trained pedagogues participate in testing our ELLs. Records are maintained of student

absences. Students are administered any missing subtests upon their return, during the NYSESLAT testing window.

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. ①
- After reviewing the Parent Survey and Program Selection forms for the past few years, the majority of our parents request a free standing ESL program. Of our current Kindergarten ELLs, 16 parents requested ESL, 1 parent requested dual language, 1 parent requested transitional bilingual. Three parents did not have a request, which defaults to a transitional bilingual program. Of our current first grade students, 11 parents requested ESL, 0 dual language, 0 bilingual and 3 no request. Of our current 2nd graders, 0 parents requested dual language, 1 requested bilingual and 6 requested ESL. Program selection forms are on file for all current 2nd graders. Our programs are aligned with parent requests.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?
- P.S. 326 provides a small school setting that offers a more personal cooperative environment for students, staff and parents. Students are homogeneously grouped and actively engaged in learning using a variety of modalities. In addition to whole group teacher directed lessons, students are also provided with small group and individualized attention. Daily activities involve working with manipulatives, participating in listening centers, creative writing and integrating computer technology to reinforce and enrich all areas of the curriculum. ESL is provided through a hybrid push in/pull out model across all grades.
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

We will continue to provide our free standing ESL program using the push in model in compliance with Part 154 of the Commissioner's Regulations. Beginner and intermediate students receive 360 minutes of ESL instruction per week, and advanced

students receive 180 minutes of ESL instruction per week. Our free standing ESL program is appropriately and adequately staffed by a highly qualified ESL teacher who is fully licensed and certified.

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

All ELL students receive access to academic rigorous standards based instruction. To ensure that we are meeting the needs of our ELL students and providing opportunities for them to achieve at high levels, the school will be accountable for ongoing assessment of our ELLs in academic content areas, as well as language development, to inform instruction. All ESL instruction is delivered through Common Core aligned, content area instruction. S

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
We do not have a dual language or bilingual program. However, we do incorporate native language scaffolds into instruction. As appropriate, we employ bilingual staff and translation services for student evaluation.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
We assess all students, including our ELLs, on a monthly basis. We meet in teams to analyze assessments and look at student work. Our ESL teacher is a member of our vertical team. All teachers conference with their students on a weekly basis, which also serves to evaluate all four modalities of English acquisition.
6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6+ years).
 - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

Since PS 326 is a Pre-K to Second Grade Early Childhood Center, we do not have any SIFE students, ELLs in years 4 through 6 or long term ELLs. All of our students are considered new comers, since they have all been in school for less than three years. Our instructional methods listed below are designed to meet the needs of our students. We continue to support our former ELL students with the appropriate scaffolds. Former ELLs receive transitional and ongoing ESL support when appropriate and necessary for two years, utilizing ESL strategies including TPR, Balanced Literacy and the Natural Approach.

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

The ESL strategies used are: TPR, Balanced Literacy Model, Natural Approach including daily read alouds, nursery rhymes, chants, and finger plays. The teaching of reading is based on a Balanced Literacy approach which combines the best elements of phonics instruction and the whole language approach. We teach children to read through explicit phonics instruction, by sounding out unfamiliar words and by daily exposure to literature and attention to comprehension. Our ELL program is aligned to grade level units of study. We encourage students to discuss their daily experiences, to improve their listening and speaking skills and increase vocabulary development. Children are exposed to all literary genres as well as content area instruction in science and social studies. All materials ELL SWD focused and grade and age appropriate.

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

Methodologies appropriate for special needs students including tactile and sensory stimulation and the use of manipulatives are incorporated into the instruction of our ELL special education students. Our ESL teacher is familiar with the IEP goals of each special education student and collaborates with the classroom teacher to track progress and design appropriate instruction.

Courses Taught in Languages Other than English ⓘ

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

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

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

Class/Content Area	Language(s) of Instruction

Courses Taught in Languages Other than English ⓘ

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

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

Math:	Not Applicable			
Science:	Not Applicable			

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

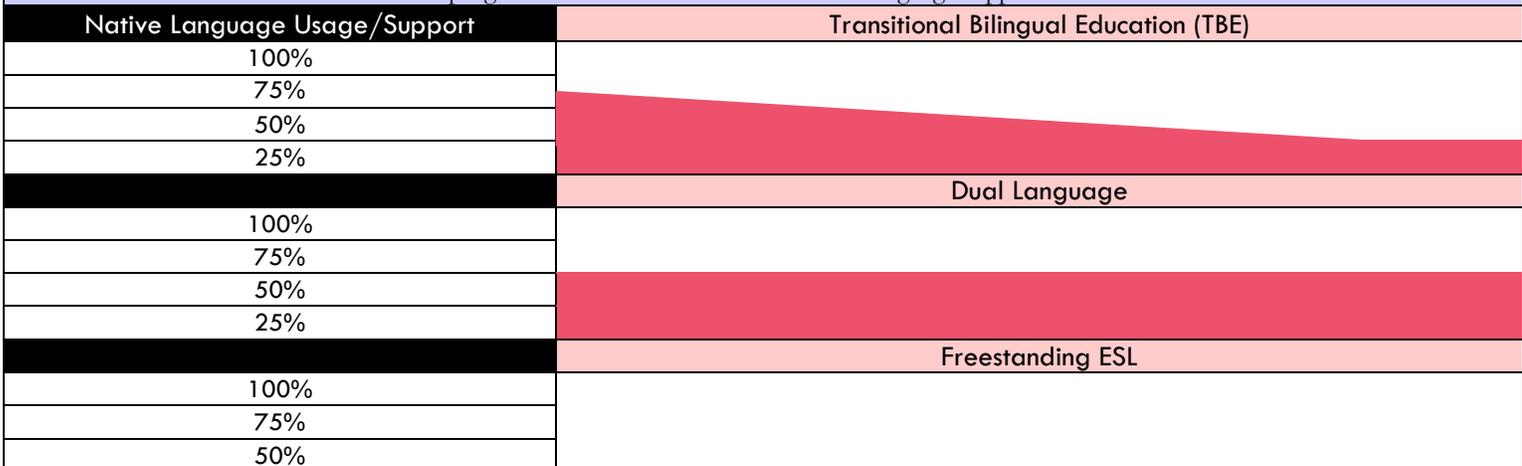
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

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

Native Language Usage and Supports

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



25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

B. Programming and Scheduling Information--Continued

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

We have a team of dedicated specialists who work individually with students who have been identified as special needs or needing academic support and intervention services. We will continue to utilize on-going assessment of our ELLs to drive instruction. Students will be placed in flexible groups based on assessment used to address students' needs, different learning styles and diverse linguistic backgrounds. A portfolio for each student where reading responses and writing samples are collected will be assessed periodically to ensure each students' growth in proficiency level.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

Our current program's effectiveness is measured by the number of ELL students that make progress on the NYSESLAT each May. In 2013, 73.1% of all students moved to the next language proficiency level. In addition, we monitor the progress of our ELLs through pre and post assessment in all units of study.
11. What new programs or improvements will be considered for the upcoming school year?

Our school is utilizing Reading Gen, supplemented with Reading Streets and Recipe for Reading Phonics Program, as we align our instruction with the Common Core Standards.
12. What programs/services for ELLs will be discontinued and why?

We are not planning to discontinue any programs at this time.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

All students at P.S. 326, including ELLs, have equal access to all programs. Participation in AIS and Extended Day is based on the needs of the students, regardless of ELL status. We do not offer any after school programs to any students. ELLs are invited to attend our Title III Saturday Academy.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

Instructional materials to support ELLs include: Wilson Foundations, Phonemic Awareness Program, Reading Recovery, alternate text sets, books on tape, puzzles, picture dictionaries. Technology includes software programs that build academic vocabulary and comprehension, i.e., RAZ Kids and Starfall.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

Native language support is delivered through bilingual dictionaries, bilingual staff and NYC DoE translation services.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

All required services, supports and resources are age and grade appropriate to our Early Childhood population.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

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

No language electives are offered to any student at PS 326.
19. For schools with dual language programs:
 - a. How much time (%) is the target language used for EPs and ELLs in each grade?
 - b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
 - c. How is language separated for instruction (time, subject, teacher, theme)?
 - d. What Dual Language model is used (side-by-side, self-contained, other)?
 - e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

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

C. Professional Development and Support for School Staff

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

1 and 2. Professional development is coordinated by our professional development team which meets regularly to collaborate on effective professional development planning for teachers. In order to meet the needs of our ELLs, we will continue to provide professional development for ALL staff members on planning thematic units of study which are Common Core aligned and using the workshop model of instruction. PS 326 staff development on September 6th focused on designing a workshop model classroom and differentiating instruction. Our work continues in this area as we move through the school year and form small groups of students with similar needs. Our data inquiry team has analyzed our data and has identified students speaking abilities as a particular area of need for all students. On Election day, we will provide all teachers with professional development on improving students' expressive language skills. The principal has met with all our ELL providers and set professional learning goals for all students involved in ELL programs. On-going professional development will be provided and benchmarks will be monitored in January and April of 2012. Our onsite coach will also continue to push into classrooms to provide feedback, model lessons and offer alternate methodology when necessary. This coach supports our staff in assisting our ELL students and teachers as they transition from one grade level to another. Our teachers receive training in ESL methodologies from our ESL teacher and our ELL network support specialist in order to meet the 7.5 hours of ELL training for all staff. These records of professional development trainings are kept on file at our school. In addition, our staff participates in ESL workshops provided by our Network liaison.

3. PS 326 is a Pre-K - 2 school. Our students transition to our feeder school in 3rd grade. Our Guidance Counselor and Parent Coordinator work closely with all 2nd Grade families and teachers to answer any questions and ensure a smooth transition. Additionally, all parents are invited each spring to an open house at the feeder school.

4. Our teachers receive training in ESL methodologies from our ESL teacher and our ELL network support specialist in order to meet the 7.5 hours of ELL training for all staff and 10 hours of ELL training for staff of Special Education students, as per Jose P. These records of PD trainings are kept on file at our school. In addition, our staff participates in ESL workshops offered by our Network and the Office of English Language Learners.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?
 1. At P.S 326 we are especially committed to involving parents of ELLs in their children's learning and school in order to ensure our students academic and social success. Our Parent Coordinator provides a parent survey requesting the parents record their needs or ideas for additional support. Based on results of these surveys our parent outreach includes: on-going orientation sessions for parents of newly enrolled ELL students on the state standards, school expectations and the curriculum assisted by bilingual and ELL staff members. School related information and letters are sent home translated in the families' native language. We provide volunteer translators to assist in communicating at school meetings and parent workshops whenever available. ELL students and their families are invited to attend our Title III Saturday Academy. This literacy program is designed to instruct ELLs in foundation and basic skills in both reading and math. Parents are also invited to our read aloud nights and program to support family literacy.
 2. PS 326 does not, at this time, partner with any outside agencies or CBOs.
 3. The needs of our parents are evaluated by the parent survey, conversations and feedback at meetings, organized and coordinated by our Parent Coordinator.
 4. Our parental involvement activities are designed to support families in helping their children achieve academic success. Surveys indicated that parents wanted additional strategies in curriculum areas, and therefore we have workshops on ELA and Math, Title III Academy for Families, Family Reading and Math nights.

E. Additional Information

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

Part VI: LAP Assurances

School Name: _____

School DBN: 22K326

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

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

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 22K326 School Name: PS 326

Cluster: 6 Network: CFN 605

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

Part A: Needs Assessment Findings

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link:

<http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

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