



P.S. 321

2009-10

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

REVISED JANUARY 6, 2010

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SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT members should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/Administration/ChancellorsRegulations/default.htm>). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Elizabeth Phillips	*Principal or Designee	
Sarah Leaman	*UFT Chapter Chairperson or Designee	
Rachel Fine	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	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	
Beth Handman	Member/Staff—Assistant Principals	
Ilana Dogim	Member/Staff—Out of Classroom Teachers	
John Allgood	Member/Staff—Lower Grade Teachers	
Colby Hall	Member/Staff—Upper Grade Teachers	
Melanie Mclver	Member/Staff—Special Education Teachers	
Vacancy	Member/Staff--Paraprofessionals	
Martha Foote	Member/Parents	
Stacey Sarnicola	Member/Parents of children with IEPs	
Amie McDonald	Member/Parents	

James Ellison, Jr.	Member/Parents	
Marie Nachsin	Member/Parents	
Nell Merman	Member/Parents	
Liz Scheines	Member/Parents	

(Add rows, as needed, to ensure all SLT members are listed.)

* Core (mandatory) SLT members.

Signatures of the member of the School Leadership Team (SLT), as well as any applicable documentation, are available for viewing at the school and are on file at the Office of School Improvement.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Directions: In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

P.S. 321 is a large and vibrant neighborhood school. In our heterogeneously grouped classrooms, children from many different backgrounds and family structures learn to become part of a classroom and school community that fosters not only tolerance, but true respect for all people. We are a community school with an extremely effective partnership with families.

Our school strives to help children obtain the tools that they need to become educated, effective global citizens. We have a workshop approach to teaching across the curriculum, and direct instruction is combined with many opportunities for children to work independently, in partnerships, and in small groups, coached during these times by highly skilled teachers. Assessment based instruction allows teachers to differentiate effectively in many different curricular areas. We have for over 25 years worked closely with Teachers College Reading and Writing Project and have developed a reputation as a model literacy school that hosts visitors from around the city and the country. The habits that children learn in one curricular area carry over to other areas, and we are always working on giving children the basic skills they need as well as the ability to think creatively and analytically. Our balanced mathematics approach includes an emphasis on both conceptual understanding of mathematics and the ability to compute accurately and efficiently. Social studies and science are important parts of our curriculum, and in each grade students do in-depth units of study. We help children learn to express themselves through the arts and technology. We believe that all children need access to a range of arts experiences, including performance arts, visual arts, and music. We value art both for its own sake and as a way in which children who excel and delight in these areas can develop positive feelings about themselves as learners. We believe that success in any area will contribute to academic progress in other areas. .

Our school is committed to providing all children with the best education possible. We have many children who excel academically and work hard to meet their needs by providing an enriched and challenging curriculum. We have had an outstanding Collaborative Team Teaching Program in all grades for sixteen years, and we also offer a wide range of special education services to students in general education and self contained classes. We embrace diversity and work hard to make sure that all children and families, whatever their race, class, ability or disability, or family structure feel supported in our school. One of our newest initiatives—Green and Healthy—is a collaboration between staff, students, and parents

We believe that the most effective educational environment for children is one in which the adults are also active learners, sharing best practices and helping each other. Therefore, professional development is highly valued at our school and is provided in a variety of structures and formats, differentiated to meet the needs of our teaching staff. Opportunities for parent involvement and education are also rich and diverse. In our school, children, teachers, administrators, parents, and support staff are part of a community of learners.

P.S. 321 is a comfortable and safe environment where children are challenged to be intellectually curious. Our high academic standards go hand in hand with high standards of cooperative, humane interactions. We pride ourselves in our accomplishments, but realize that part of our strength comes from our continual striving to do better.

SECTION III – Cont'd

Part B. School Demographics and Accountability Snapshot

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school's NYCDOE webpage under "Statistics." Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
School Name:	P.S. 321 William Penn								
District:	15	DBN:	15K321	School BEDS Code:	331500010321				
DEMOGRAPHICS									
Grades Served:	Pre-K	√	3	√	7		11		
	K	√	4	√	8		12		
	1	√	5	√	9		Ungraded	√	
	2	√	6		10				
Enrollment					Attendance - % of days students attended:				
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08*	2008-09		
Pre-K	52	53	50		94.9	95.3	95.7		
Kindergarten	200	192	236						
Grade 1	239	196	198	Student Stability - % of Enrollment:					
Grade 2	185	229	207	(As of June 30)	2006-07	2007-08	2008-09		
Grade 3	201	209	176		98.2	98.3	97.9		
Grade 4	207	209	176	Poverty Rate - % of Enrollment:					
Grade 5	179	198	200	(As of October 31)	2006-07	2007-08	2008-09		
Grade 6	0	0	0		17.8	11.4	12.1		
Grade 7	0	0	0	Students in Temporary Housing - Total Number:					
Grade 8	0	0	0	(As of June 30)	2006-07	2007-08	2008-09		
Grade 9	0	0	0		0	0	2		
Grade 10	0	0	0	Recent Immigrants - Total Number:					
Grade 11	0	0	0	(As of October 31)	2006-07	2007-08	2008-09		
Grade 12	0	0	0		1	0	0		
Ungraded	0	19	6	Special Education Enrollment:					
Total	1263	1276	1297	(As of October 31)	2006-07	2007-08	2008-09		
					1	0	0		
Special Education Enrollment:				Suspensions (OSYD Reporting) - Total Number:					
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08	2008-09		
# in Self-Contained Classes	27	34	31	Principal Suspensions	6	5	0		
# in Collaborative Team Teaching (CTT) Classes	55	55	55	Superintendent Suspensions	3	2	0		
Number all others	31	51	57						
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:					
				(As of October 31)	2006-07	2007-08	2008-09		
				CTE Program Participants	0	0	0		
				Early College HS Program Participants	0	0	0		
English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:					
(As of October 31)	2006-07	2007-08	2008-09	(As of October 31)	2006-07	2007-08	2008-09		
# in Transitional Bilingual Classes	4	0	0						
# in Dual Lang. Programs	0	0	0	Number of Teachers	73	81	83		
# receiving ESL services only	29	26	16						

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	4	8	4	Number of Administrators and Other Professionals	11	24	23
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	N/A	8	8
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
	2006-07	2007-08	2008-09	(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	65.8	75.3	80.7
				% more than 5 years teaching anywhere	56.2	53.1	56.6
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher	92.0	90.0	90.0
(As of October 31)	2006-07	2007-08	2008-09	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	95.9	97.9	93.6
American Indian or Alaska Native	0.2	0.2	0.3				
Black or African American	16.3	15.2	14.5				
Hispanic or Latino	14.8	14.0	12.5				
Asian or Native Hawaiian/Other Pacific Isl.	5.9	7.6	7.6				
White	62.7	63.0	63.8				
Male	51.7	51.9	52.3				
Female	48.3	48.1	47.7				
2009-10 TITLE I STATUS							
	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
√	Non-Title I						
Years the School Received Title I Part A Funding:				2006-07	2007-08	2008-09	2009-10
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School (Yes/No)	If yes, area(s) of SURR identification:						
Overall NCLB/SED Accountability Status (2008-09) Based on 2007-08 Performance:							
√	In Good Standing (IGS)						
	School in Need of Improvement (SINI) – Year 1						
	School in Need of Improvement (SINI) – Year 2						
	NCLB Corrective Action (CA) – Year 1						
	NCLB Corrective Action (CA) – Year 2/Planning for Restructuring (PFR)						
	NCLB Restructuring – Year ____						
	School Requiring Academic Progress (SRAP) – Year ____						

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

Individual Subject/Area Ratings:							
Elementary/Middle Level				Secondary Level			
ELA:	IGS			ELA:			
Math:	IGS			Math:			
Science:	IGS			Graduation Rate:			

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
		Elementary/Middle Level			Secondary Level		
Student Groups		ELA	Math	Science	ELA	Math	Grad Rate
All Students		√	√	√			
Ethnicity							
American Indian or Alaska Native		-	-				
Black or African American		√	√	-			
Hispanic or Latino		√	√	√			
Asian or Native Hawaiian/Other Pacific Islander		√	√	-			
White		√	√	√			
Other Groups							
Students with Disabilities		√	√	-			
Limited English Proficient		-	-	-			
Economically Disadvantaged		√	√	√			
Student groups making AYP in each subject		7	7	4	0	0	0

CHILDREN FIRST ACCOUNTABILITY SUMMARY							
Progress Report Results – 2008-09				Quality Review Results – 2008-09			
Overall Letter Grade:	A			Overall Evaluation:	NR		
Overall Score:	84.3			Quality Statement Scores:			
Category Scores:				Quality Statement 1: Gather Data			
School Environment:	12.4			Quality Statement 2: Plan and Set Goals			
<i>(Comprises 15% of the Overall Score)</i>				Quality Statement 3: Align Instructional Strategy to Goals			
School Performance:	18.2			Quality Statement 4: Align Capacity Building to Goals			
<i>(Comprises 30% of the Overall Score)</i>				Quality Statement 5: Monitor and Revise			
Student Progress:	46.2						
<i>(Comprises 55% of the Overall Score)</i>							
Additional Credit:	7.5						

KEY: AYP STATUS				KEY: QUALITY REVIEW SCORE			
√ = Made AYP				Δ = Underdeveloped			
√ ^{SH} = Made AYP Using Safe Harbor Target				▶ = Underdeveloped with Proficient Features			
X = Did Not Make AYP				√ = Proficient			
– = Insufficient Number of Students to Determine AYP Status				W = Well Developed			
				◇ = Outstanding			
				NR = No Review Required			

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review the schools use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
 - What have been the greatest accomplishments over the last couple of years?
 - What are the most significant aids or barriers to the school's continuous improvement?
-

- By many different measures—classroom observations, teacher developed assessments, performance on our DYOs, parent satisfaction both anecdotal and in the Learning Environment Survey, and reports on progress of our children when they leave us and go to middle school, our students perform well in a variety of subject areas. Note that our last quality review states, “The excellent curriculum fully supports student development both academically and socially...The school's use of differentiated approaches to learning ensures that students make very good progress.”
- Our school is high-performing on standardized tests in all subject areas. Overall, there is a little difference between our math and ELA scores, particularly given the different scaling of the two tests (the ELA scaling makes it significantly harder to get a 4). As per our progress report, in ELA, 91.1% of our students scored a 3 or 4, which put us in the 70.4% compared to our peer horizon and 95.2% compared to the city horizon. According to the measures used for the progress report, 66% of our students made a year of progress, putting us in the 77.7% compared to our peer group. Note that we do not believe that this is an accurate measure of progress, as among high performing students (a median student proficiency level of 3.54) we do not believe that one question more or less correct actually measures progress accurately. By our own standards, of students reaching benchmark book level in June, 86% met or exceeded the standard, indicating significant progress.
- In math, 95.3% of our students scored 3 or 4 on the state test, with a median proficiency level of 4.01. Although again we do question the validity of the progress measure, according to the measures used by the progress report, 82.6% made a year of progress, putting us in the 79.4% of progress relative to our peer horizon and in the 102% of progress relative to the city horizon. That 82.6% is close to what we see as the percentage of students making a year of progress based on teacher developed assessments.
- Although we do not see the standardized state tests as the only important measure, we do agree that children scoring at a low level are in serious academic trouble, and one of our priorities last year and this is to differentiate instruction so that our lowest performing students can move forward. We are therefore pleased to see that last year 83.9% of the students in the school's lowest 1/3 made a year or more of progress in ELA, and 81% of students in the school's lowest third made a year or more of progress in math.. This continues, however, to be a priority area for us.

- We have focused attention on our special needs students, and can see both on our progress report (where we got extra credit for exemplary gains in math of special education students) and on our own assessments that our special needs students are making more progress than they have in recent year. We will continue to focus on this priority.
- We will continue to try to determine the most effective ways of improving achievement of both our lowest and highest performing students in literacy and math, through professional development that focuses on differentiation in both math and literacy. In math in particular it is a challenge for teachers to meet the needs of very diverse groups of students in the classroom, and we are working on various models to support teacher growth in this area so that we can better meet the needs of all students.
- We will also continue to provide an enriched experience for all students. We do fear that the increased emphasis on a flawed measure of evaluating schools (the progress report) has a negative impact overall on student learning. It takes energy away from the crucial instructional leadership work of the principal and assistant principals as much time is spent responding to these accountability measures. And, in a time of reduced resources, it seems even more problematic to spend money on measures that are not useful in moving instruction forward.
- We continue to believe, from looking at an analysis of state test score data, the Learning Environment Survey, the Quality Review, teacher developed assessments, DYOs in math and literacy, and other informal feedback mechanisms, that our basic curriculum and our approach to teaching and learning are highly effective and have a positive impact on student learning. Our approach includes having high expectations for students and supporting an academically rigorous, differentiated curriculum that includes not only excellent literacy and math curriculum, but also in-depth science and social studies units of study and a strong commitment to the arts. We think that the evidence supports our belief that giving children an opportunity to experiment and excel in a variety of areas, including music, visual arts, and performing arts, has a positive impact on their overall academic development. We are strongly committed to a belief that how children feel about themselves and how they treat their peers also has an impact on their academic and moral development. 91% of the parents who completed our LES either strongly agree (56%) or agree (35%) that “There is an adult at the school whom my child trusts and can go to for help with a school problem.” 98% either strongly agree (70%) or agree (28%) that “My child is safe at school.” All of the various measures we have looked at lead us to believe that our challenge is not to make any dramatic changes in curriculum and approaches, but rather to continue on the path of deepening teacher knowledge of content and pedagogy with a particular emphasis on differentiating curriculum to meet the varied needs of our diverse student body. We feel that we are positioned well to do this, since, as our Quality Review 2008 states, “The wide ranging and targeted professional development is used very well to improve whole school performance....All teachers, especially those new to the profession or the school, receive effective support in developing their professional skills.”
- Although we do not anticipate making major curricular changes, we are aware as a school that we can always improve, and we are working to make sure that our teachers become even more proficient at differentiating curriculum and meeting the needs of the wide range of students in their classrooms.
- One of the greatest advances we have made over the past several years is paying much more attention, school-wide, to developing consistent assessments and rubrics across grades in reading and writing. Note that our last Quality Review states, “Comprehensive use of assessment and monitoring procedures make sure that the school knows about the progress and achievement of all its students.” We believe that the most accurate measure of progress in ELA is an increase in students’ book levels over the course of the year. Our highly skilled teachers use excellent assessments that take fluency, accuracy, and comprehension into account, and by these accounts,

the large majority of our students make a year of progress in ELA. This year one of our inquiry projects will look closely at what kinds of progress our most struggling students make when we closely track their multiple literacy assessments, using the TC Pro tool.

- Teacher developed assessments and our DYO (Design Your Own Interim Assessment) in math are good ways of measuring progress in mathematics. Last year our inquiry projects focused on looking closely at our struggling students in math., and we felt that we gained a better understanding of effective strategies for meeting the needs of low performing math students. We are using the results of these projects to shape our math instruction, and we are also now moving into inquiry projects that look closely at our highest performing math students.
- We do have a small percentage of students—based on test scores under 10% but based on teacher developed and grade wide assessments closer to 20%--of students who are performing below standard in literacy and/or math. We believe that one of the most significant accomplishments over the past several years has been to provide these students with targeted intervention services, which, combined with expert instruction from the classroom teacher, have resulted in our lowest performing students making good progress. Although we have had to reduce AIS services due to budget cuts, we are working hard to make sure that the services we have are the most effective possible, and one of the ways we are doing this is by working on aligning intervention services from year to year and building on the knowledge passed on from last years classroom and intervention teachers.
- Over the past four years, we have instituted an Orton Gillingham based spelling program grade-wide in grades 1 and 2, the Wilson Foundations program. Both formal and informal assessments indicate that students have improved significantly in spelling over the past few years. From our assessments, including “on demand” writing samples collected school wide in grades 2-5, we have identified a need to develop a more consistent approach to spelling and word study in the upper grades so that gains made in the early years can be maintained.
- Our school is widely known for its exemplary parent involvement. As our 2008 Quality Review states, “Parents play a pivotal role in enriching the school. Their support and ideas have contributed significantly to both resources and curriculum development...Home-school relationships and communication are very strong.” In our Learning Environment Survey, 98% of parents were “very satisfied” or “satisfied” with the opportunities to be involved in their child’s education. 98% are “very satisfied” or “satisfied” with the way the school communicates with them. This is something that we are extremely proud of and that we are continually working hard to make even better, through initiatives such as the Diversity Initiative which seeks to not only expand parent involvement but to make sure that diverse groups of parents are involved in the school, through our “Green and Healthy” initiative that is strongly supported by many parents, and by a move to use the internet more effectively to communicate with families.
- Related to the above bullet, we are a school that highly values relationships—among staff, between faculty and administration, between parents and staff, between students and staff. We believe that these relationships are strongly tied to our ability to provide an outstanding education to our students. Much has been written about teacher quality, and the importance for student learning of having teachers who are deeply committed to doing what is right for children. We have an extraordinary teaching staff at PS 321. In our Learning Environment Survey of 08-09, 96% of parents report being either very satisfied or satisfied with the quality of their child’s education this year year. As our 2008 Quality Review states, “Excellent relationships between staff and students foster open and frank discussion which make a significant contribution to student progress and development.” Colleagues hold each other in high esteem and support each other. In the teacher section of the Learning Environment Survey, 100% either strongly agree or agree “School leaders let staff know what is expected of them.” 100% of teachers strongly agree or agree that “curriculum, instruction, and assessment are aligned within and across the grade levels at this

school.” One of our goals last year was to find more ways for students to have a voice, not only in the classroom which they clearly have, but also in school-wide initiatives. As we work to always make our school stronger, we believe that these very effective relationships will allow us to move forward., and we have instituted new projects this year such as the fifth grade service corp.

- Looking at our statistics, perhaps the most troubling one is the increase in the size of our school. Our first grade currently has 249 students in it. Our current total enrollment is 1329. We had 1297 last year, 1276 in 07-08, and 1263 in 06-07. For the past two years, our kindergarten has ranged from 220-235. Our current 5th grade is 167. Once that class (which is the smallest class we have had in years, including the classes that graduated in the past two years) graduates in June, assuming trends for Kindergarten enrollment continue, we will be up to close to 1400 students. We do not have the space to accommodate them, and therefore one of our priorities for this year is to eliminate the prekindergarten program in 2010-11, which would give us two classrooms and would mean that our population would stay about the same as it is this year.
- Another trend that we are concerned about is reduced budgets. This year we can definitely see the impact of the 5% cut. We have fewer paraprofessionals, less money for supplies, and less AIS services. However, this year we rolled over approximately \$220,000, offsetting the budget cut of \$468,00 in a very significant way. We will not be able to do this in the coming year and so we will have to make even deeper cuts, which will have an impact on class size as well as intervention services and possibly the arts.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2009-10 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

Notes: (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should presumably be aligned to the school's annual goals described in this section.

1. **GOAL:** By June 2010, 82% of students will meet end of year grade level benchmarks in math, as measured by a combination of teacher developed assessments, grade-wide end-of-year math assessments, math DYOs in upper grades, and state tests in the upper grades. **DESCRIPTION:** Our teaching staff and our SLT have identified differentiation in math as a top priority for the school and believe that although our students currently perform well in math, the way to improve achievement is to focus on differentiating instruction for our lowest and highest performing students. Last year we focused a lot of attention on our lowest performing math students. We will continue to do this but will expand to look closely at our highest performing students as well and will use inquiry projects, math leaders, our math DYO and professional development to help us meet this goal.
2. **GOAL:** By June 2010, 84% of students in grades K-5 will meet grade level benchmark in reading as measured by the end-of-year TC assessments given in every grade. **DESCRIPTION:** We will provide differentiated professional development and share best assessment practices, with an emphasis on meeting the needs of children whom teachers find most challenging to work with .
3. **GOAL:** By June 2010, 80% of students in grades 1-5 will have made at least one year of progress in quality and quantity of writing as measured by on demand writing and published pieces. **DESCRIPTION:** Overall, our students are good writers. However, we believe that we need to focus more attention on ways to increase the quantity of writing children produce, the quality of the writing, and the ability of children to master conventions,
4. **GOAL:** Throughout the year, children, families, and teachers will interact with each other in respectful ways and will embrace our Diversity Initiative so that children with diverse backgrounds can perform to their highest levels. **DESCRIPTION:** Our SLT has identified our Respect and Diversity initiatives as top priorities for our school, and as a result both a staff and a parent diversity committee exist to lead professional development, develop curriculum, and provide support for families.
5. **GOAL** By June 2010, 80% of children will have an improved understanding of how to make good choices for their own physical health and that of the environment through a multidisciplinary approach involving science, physical education, and our green and healthy initiative. **DESCRIPTION:** An active committee of parents and staff has made Green and Healthy a priority for our school, and this priority has been endorsed by the SLT.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): Mathematics

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2010, 82% of students will meet end of year grade level benchmarks in math, as measured by a combination of teacher developed assessments, grade-wide end-of-year math assessments, math DYOs in upper grades, and state tests in the upper grades. To reach this goal we will focus particular attention on differentiating instruction for our lowest and highest performing students. We will use inquiry projects, math leaders, our math DYO and professional development to help us meet this goal.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Describe your plan for meeting your goal, including staffing, scheduling, and funding.</p> <ul style="list-style-type: none"> • All teachers in grades 3-5 will administer, grade, and analyze the math DYO periodic assessment. • At least two teachers and one administrator will participate in the network based Math DYO implications meetings held approximately 4 times a year and will report back to math leaders. • The assistant principal in charge of math will be a member of the Math DYO Design team working in conjunction with administrators from other schools and math experts from “Math in the City” • Math leaders on each grade will meet regularly to clarify expectations from grade to grade; develop and revise math assessments; and facilitate communication and consistency on the grade and across grades. Math leaders were selected by their grade colleagues last spring and are: K—Cathy Doetskott and Anna Lacina; 1—Melissa DiPinto and Libby Levandoski; 2—Dana Rappaport; 3—Lisa Rosado and Sara Greenfield; 4—Courtney Max; 5—Mecca Culbert. • Classroom teachers will attend grade meetings on mathematics instruction that focus on using assessments to differentiate instruction. In addition, one cycle of our Monday afterschool PD will focus on math. • Professional development time in September will be devoted to looking at the June 2009 grade-wide end of year math assessments that each grade from K-5 administered and passed on to the next teacher. In looking at these assessments teachers will develop plans for instruction and will also

determine the best kind of beginning of year assessment to administer. Consistent end of year math assessments developed and administered by teachers in June in grades K-5 help ensure that all students on a grade are measured in the same way and allow teachers to work together to differentiate curriculum based on these assessments. In addition, they provide next year's teacher with a starting point in math. Eve Litwack and math leaders on each grade took responsibility for developing and coordinating with grade above and below; all teachers responsible for administering and passing on to next year's teachers.

- All teachers will follow the Math Pacing Calendar that are aligned with state standards and developed collaboratively by teachers and administrators in the Spring of 09 and then, for upper grades, further revised in the summer due to changes in the testing calendar. The consistency across a grade will facilitate the sharing of best practices for differentiating instruction. AP in charge of Math, Eve Litwack, will facilitate this work.
- Fourth grade classes will have a math intervention teacher working with their struggling students in a push-in model twice a week.
- Based on action research through the inquiry project last year and a pilot program developed last spring, we've restructured math support for fifth graders. Fifth grade students most at risk in math will be taught in a small math class of 10-12 students that meets four days a week and is taught by an experienced math teacher, Patty Nock. To facilitate this and make sure that these students do not miss other curricular areas, all fifth grades will teach math during a common period—fourth period. On the fifth day, the classroom teacher will plan for differentiated math activities for all her students, including those in Patty's group.
- Based on the needs of students in their classes, selected third, fourth and fifth grade teachers will provide small group math instruction once a week during extended day.
- One of our inquiry groups will focus on struggling math students in fourth and fifth grade and will follow up on some of the inquiry work done last year and guide decisions about instruction and grouping.
- Three of our inquiry groups will focus on high performing math students (one for 1st-2nd grade; one for 3rd grade; one for 4th-5th grade). These inquiry groups will help us to develop additional materials and approaches to meet the needs of high performing math students.
- We will help upper grade teachers use ARIS and other computer-based programs to analyze math data including state test scores and DYO results (which are not on ARIS). Joanna Cohen, our data specialist, is coordinating this work.
- We will offer in-school chess classes to students in grades 2 and 3 to give all students an opportunity to develop another kind of mathematical thinking and will provide opportunities for 4th and 5th graders who are interested to participate in chess clubs at lunch time and after school.
- Our self-contained special education teams of teachers and paraprofessionals will meet with Elizabeth Garraway, Assistant Principal in charge of special education, to develop effective approaches to differentiating math instruction within their classrooms. They will also participate in grade level meetings on math.
- We will hold a Family Math Night where teachers will provide families with information on differentiated games that they can play with their children. Eve Litwack and the Math Leaders will coordinate this evening event that is scheduled for December 10.
- For the first time, all first grade families were given a binder early in the year with a variety of

	<p>games and game pieces (including dice, number cards, etc.). The binder includes information on a continuum of strategies for addition and subtraction. This binder will be kept at home and first grade teachers will assign playing games as homework.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Much of the implementation of the above activities is done by classroom teachers and assistant principals, and therefore built into their salaries. Some of the additional costs come in the form of the math intervention teachers paid through tax levy and C4E funding. Additional funding to cover the cost of teachers meeting after school for inquiry projects and analyzing the DY0 come from DY0 funds and Inquiry funds. In addition, as a school we build extra coverages into the school day twice a month for each grade, and these costs are absorbed by tax levy funds. Math books and materials are paid for through NYSTL funds and funds from the PTA. The PTA pays for the chess program, math binders for first grade, and math family night.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Teachers will meet in September to review end of year math assessments and plan for instruction. • Math leaders will meet approximately every 6 weeks to review progress based on feedback from teachers on their grade level. • In November and March, supervisors will analyze math grades on report cards and will expect that 75% of students in November and 80% of students in March will meet grade level benchmark based on teachers' assessments (end of unit assessments, observations) • During informal and formal observations, administrators will look at student work in math.

Subject/Area (where relevant): Reading

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2010, 84% of students in grades K-5 will meet grade level benchmark in reading as measured by the end-of-year TC assessments given in every grade. We will provide differentiated professional development and share best assessment practices, with an emphasis on meeting the needs of children whom teachers find most challenging to work with for a variety of reasons.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Describe your plan for meeting your goal, including staffing, scheduling, and funding.</p> <ul style="list-style-type: none"> • Classroom teachers in grades 1-5 will administer TC DYO Literacy assessments three times a year (K, twice a year), hand in results to the principal, and use these assessments to guide instruction. • Teachers will be responsible for having conference notes from Reading Workshop that will be reviewed periodically at professional development sessions and will be used to guide instruction. • Assessment forms developed by individual or teams of teachers will be shared across the grade and when appropriate with other grades. • Based on assessments of children and of their own professional needs, teachers will select from a menu of options for literacy professional development with staff developers Mary Ehrenworth and Sarah Piccard from Teachers College Reading and Writing Project. Some of the options being offered include: “Strategies for Readers Who Need Support with Phrasing and Fluency,” “Strategies for Building Independence in the Writing Process,” “Structures and Curriculum for our Strongest Readers.” • Teachers in self-contained special education classes will have customized PD from TC staff developers to meet the particular needs of their students. • During one cycle of after school professional development, all classroom teachers and paraprofessionals will be in children’s literature study groups. • Grade leaders will give their colleagues monthly reminders about the agreed on literacy curriculum (in our pacing calendars that were developed collaboratively with teachers and administrators in the spring). • Teachers will have training in using the TC Pro assessment tool. Joanna Cohen, data specialist, will coordinate this.

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Much of the implementation of the above activities is done by classroom teachers and assistant principals, and therefore built into their salaries. Some of the additional costs come in the form of EC reduced class sign funding, intervention teachers paid through tax levy and C4E funding. Additional funding to cover the cost of teachers meeting after school for inquiry projects and analyzing the DY0 come from DY0 funds and Inquiry funds. In addition, as a school we build extra coverages into the school day twice a month for each grade, and these costs are absorbed by tax levy funds. Books and materials for classroom libraries and spelling instruction are paid for through NYSTL funds and funds from the PTA. A combination of tax levy funding and PTA funding support the cost of professional development in literacy.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Tracking sheets with Fountas/Pinnell reading levels will be turned into the principal three times a year for grades 1-5 and twice a year for K. The expectation is that in November 80% of students will be at the grade level benchmark for that point in the year; in March, 85% will be at the grade level benchmark for that point in the year. • Tracking sheets and conference notes will be reviewed with the principal at one on one meetings October-February. • During walkthroughs and informal and formal observations, principals and APs will confer with students to assess whether students are appropriately matched to books on their level. Principal and APs will attend literacy PD sessions and will review them in Administrative Team Meetings.

Subject/Area (where relevant): Writing

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2010, 80% of students in grades 1-5 will have made at least one year of progress in quality and quantity of writing as measured by on demand writing and published pieces.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> • All classroom teachers grades 1-5 will begin the year in a professional development session looking at early student writing. Meetings will be structured using various forms and protocols for looking at student work that have been developed by teachers. • Other grade-based and cross-grade professional development devoted to looking at student writing, writing rubrics, and conference notes will be planned. • In grades 2-5, grades will look at on-demand writing three times during the year. The AP in charge of literacy, Beth handman, will coordinate this professional development. • Based on assessments of children and of their own professional needs, teachers will select from a menu of options for literacy professional development with staff developers Mary Ehrenworth and Sarah Piccard from Teachers College Reading and Writing Project. Some of the options being offered

	<p>include: Strategies for Building Independence in the Writing Process; Raising the Level of Craft in Fiction Writing; and Writing about Reading.</p> <ul style="list-style-type: none"> • During two cycles of professional development throughout the year, teachers will work with colleagues in a study group or inquiry group of their own choosing. These are scheduled for Mondays afterschool (we have an SBO for PD time) and for all day PD days in November and June. Each cycle will consist of at least three sessions, with inquiry projects lasting longer. Some of the groups that focus on writing include: Looking at Student Writing to Plan Conferences, Including Identifying Teaching Points, Active Engagement, and Mentor Texts; Designing a Kindergarten Unit of Study that Links ABC Reading Study with Writing Spelling Work, and Looking at Personal Narrative Writing in 2nd Grade and Developing a Rubric to Understand the Continuum of Writing and How that Correlates to Grade Level Standards. • Teachers will follow the writing pacing calendar developed by each grade with the administration in the Spring of 09. • The fourth grade will follow a consistent spelling program developed by the grade leaders and will implement a unit on paragraphing developed by two teachers. • In grades 1 and 2, all teachers will implement the Foundations phonics/spelling program. • Representatives from grades 3-5 will work with an AP to develop a consistent approach to spelling in the upper grades.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Much of the implementation of the above activities is done by classroom teachers and assistant principals, and therefore built into their salaries. Some of the additional costs come in the form of EC reduced class sign funding, intervention teachers paid through tax levy and C4E funding. Additional funding to cover the cost of teachers meeting after school for inquiry projects and analyzing the DY0 come from DY0 funds and Inquiry funds. In addition, as a school we build extra coverages into the school day twice a month for each grade, and these costs are absorbed by tax levy funds. Books and materials for spelling instruction are paid for through NYSTL funds and funds from the PTA. A combination of tax levy funding and PTA funding support the cost of professional development in literacy.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Conference notes will be reviewed with the principal at one on one meetings, Oct-Feb • During weekly walkthroughs and informal and formal observations, principal and APs will look through Writers Notebooks and folders to review quantity and quality of writing. • Principal and APs will attend literacy PD sessions and will review them in Administrative Team Meetings.

Subject/Area (where relevant): _____

Annual Goal

Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

Throughout the year, children, families, and teachers will interact with each other in respectful ways and will embrace our Diversity Initiative so that children with diverse backgrounds can perform to their highest levels.

Action Plan

Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.

Describe your plan for meeting your goal, including staffing, scheduling, and funding.

- In curriculum conferences held the week of September 21, teachers will meet with parents in their class and will highlight the community building work they are doing, along with the other curricular areas.
- The principal will explain the importance of the Respect and Diversity initiatives in her September letter to families and in various other communications.
- A beginning of the year community building professional development sessions with staff on September 14 mixed up teachers and paraprofessionals in diverse groups. Everyone had an opportunity to share about their cultural background with the goal of increasing respect among the staff.
- Teachers and paraprofessionals were given a copy of *Outliers* by Malcolm Gladwell to read over the summer. On September 21, they participated in a PD session focused on this book with the goal of helping teachers to better understand how complex success is and what they can do to provide students from diverse backgrounds with opportunities to succeed,
- The School Leadership Team spent several meetings last year discussing ways in which to make sure that children have an opportunity to mix with a wide variety of children during lunch/recess. One result of this discussion was a new policy where children who get school lunch have an opportunity to take their lunch outside with children who bring their lunch or buy lunch in stores during our non-captive lunch for 4th and 5th graders. (All of this requires parental permission.) We instituted this new policy in September, and are monitoring it. In addition, the SLT will be discussing additional ways to help children “mix it up” at lunch time.
- In October, all teachers were given a copy of The PS 321 Diversity Handbook that was developed during the 08-09 school year and just completed this summer.
- A professional development session introducing the handbook was facilitated by teachers who served on the Diversity Committee on October 5.
- Teachers will use a variety of resources, including TRIBES; That's a

Family: Resolving Conflict Creatively lessons; and a wide variety of children's literature to address issues of diversity in their classrooms.

- The PTA funded two teachers to attend week-long summer institutes in the Responsive Classroom approach to building community, and these teachers will share what they have learned with colleagues.
- Fifth graders will participate in a four-session preadolescent curriculum that addresses many diversity issues. Boys will be taught by male teachers and girls by female teachers in groups of approximately 14 children. Beth Handman, AP, will coordinate this and classes will be fifth grade teachers and several male out of classroom teachers. Planning begins in November; parents receive information in January; course is given four Wednesdays in a row in January/February
- We are placing increased emphasis on teaching children respectful ways of using the internet to make sure that they do not engage in cyber bullying or other harmful practices. A guest speaker, Lisa Friel Chief of the Sex Crimes office of the Manhattan District Attorney's Office, presented to Fifth graders on October 19 and to parents at an evening meeting on October 20.
- All second grade classes will have a weekly outside "Team Time" where teachers will explicitly teach children skills that they need to play cooperatively.
- A parent diversity committee will meet regularly in the school and will be attended by at least one staff member. The first meeting occurred October 1. The principal will be the liaison to this committee.
- Periodically, books that support our respect and diversity initiative will be purchased and read aloud in each classroom. The principal will select and purchase books and write a letter to guide discussion of the books.
- Classroom and Specialty Teachers will introduce students to the contribution of people of many different cultures to our society. This will include sharing diverse children's literature; inviting parents in to share different aspects of their culture; presenting music and dance from a variety of cultures; having a fifth grade technology unit on Islamic art; hosting "Meet the Writer" visits that include African American authors; developing and teaching a variety of kinds of social studies units that celebrate diverse cultures. Assistant Principals Beth Handman, Eve Litwack, and Elizabeth Garraway will facilitate this.
- Classroom teachers will infuse the idea of respecting diversity into their social studies curriculum throughout the year, with support from Assistant Principal Beth Handman.
- Our peer mediation program, which is being somewhat revamped this year, will include a full day training for 50 fourth and fifth graders. This will be led by guidance counselor Heather Hoover, social work interns,

	<p>one additional teacher, and parent volunteers. During each lunch period, 5 mediators will be on duty and will use the principals of the RCCP (Resolving Conflict Creatively Program) to help children resolve conflicts. This year, mediators will also be trained in how to be proactive and help children avoid conflicts by helping them to enter games. The mediators will go around to all the classrooms in the school to educate them about the program.</p> <ul style="list-style-type: none"> • We have developed new structures to allow a diverse group of students to take on leadership/service roles in the school. All fifth graders will participate in the “PS 321 Fifth Grade Service Corp” and give up at least two recess times a month to provide some service to the larger school community. This is a new initiative this year, and will include some existing initiatives, such as Peer Mediators, Student Council, and Penny Harvest, as well as new projects such as the PS 321 Beautification Committee and the Kindergarten Lunch and Play Pals project.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Costs of most of these activities are from tax levy funding; in addition, some NYSTL money will be used to purchase books; the PTA will support family events as well as the printing of the Diversity Handbook.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Formal and informal observations will illustrate positive interactions among staff and students. • Curriculum conference notes and teacher newsletters will include reference to community building activities and priorities. • Agendas from PD sessions • Feedback from teachers at grade level meetings • Feedback from parents at family events • Survey from fifth graders after preadolescent curriculum • Feedback in student council and other service corps projects.

Subject/Area (where relevant): _____

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2010, 80% of children will have an improved understanding of how to make good choices for their own physical health and that of the environment through a multidisciplinary approach involving science, physical education, and our green and healthy initiative.</p>	
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Action Plan</p>	<p>Describe your plan for meeting your goal, including staffing, scheduling, and funding.</p> <ul style="list-style-type: none"> • Two parent/staff committees—“Go Green” and “Healthy Choices” have been combined into one “Green and Healthy” committee with a variety of subcommittees. AP Beth Handman and two science teachers (Susie Farrell and Patty Nock) will coordinate this work from the staff side and will work closely with parent leaders of the committee. • A “School Garden” committee, which is a subcommittee of “Green and Healthy,” will meet throughout the year to develop plans for a school garden. The idea is for this to be a “farm to table” project, where children learn how food is grown and then harvest the food and eat it in the lunchroom. • During November parent/teacher conferences, Green and Healthy volunteers will set up information tables in the lobby to generate interest in this initiative. • Kindergarten classes will take responsibility for caring for the tree pits in front of the school with assistance from parent volunteers. • First graders will help to mulch and clean up Prospect Park—each class will do this twice a year and will also participate in a Park Study that is part of their social studies curriculum. • Fourth graders will monitor classroom recycling throughout the school. • Our school food partnership committee of staff, students, and representatives from School Food Services will meet monthly to improve school lunch offerings. • We will make January our “Green and Healthy” month. During this month classroom teachers will read a relevant “book of the month” and discuss it with the class. Science, phys ed, and classroom teachers will teach Green and Healthy lessons. We will publish a “Green and Healthy” newsletter and host a PTA “Green and Healthy” night on January 28. AP Beth Handman and Science Teachers Susie Farrell and Patty Nock will be staff coordinators for this month working closely with parent leaders. • As a part of the “Fifth Grade Service Corps,” a group of students will help with lunchroom recycling.

	<ul style="list-style-type: none"> • As part of the physical education program, children will be taught how to play a variety of sports and will be given instruction in ways to maintain lifelong health. • On April 16, the entire school will participate in a “Walkathon for a Healthy Planet” in Prospect Park. All of our students and staff and hundreds of parents will participate in this two-mile walkathon. Families will get pledges of money for the walkathon that will go to selected environmental organizations.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Most of the cost of this will be covered through tax levy funding for teachers and materials. In addition, PTA funding will support family events and some supplies for Green and Healthy Month.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Formal and informal observations, as well as parent newsletters, to look for evidence of “Green and Healthy” lessons and activities. • Attendance at “Green and Healthy” night. • Feedback from Student Council • Minutes of meetings • Money raised through the Walkathon

REQUIRED APPENDICES TO THE CEP FOR 2009-2010

Directions: All schools must complete Appendices 1, 2, 3, & 7. (Note: Appendix 8 will not be required for this year.) All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement – Year 1 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructured Schools, must complete Appendix 5. All Schools Under Registration Review

(SURR) must complete Appendix 6. Note: Please refer to the accompanying CEP Guide for specific CEP submission instructions and timelines.

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR’S REGULATIONS FOR ALL SCHOOLS

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEMWIDE CURRICULUM AUDIT FINDINGS – REQUIREMENT FOR ALL SCHOOLS

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10 – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)

APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING – REQUIREMENT FOR ALL SCHOOLS

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

New York State Education Department (SED) requirement for all schools

Part A. Directions: On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components**: additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	40	28	N/A	N/A	6			
1	44	39	N/A	N/A	12			
2	39	32	N/A	N/A	13			
3	41	38	N/A	N/A	12			
4	43	42	16	24	11			
5	29	26	15	19	8			
6								
7								
8								
9								
10								
11								
12								

Identified groups of students who have been targeted for AIS, and the established criteria for identification:

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<ul style="list-style-type: none"> • Wilson Groups—small pull out during school day • Guided Reading Groups—small groups both during school day and extended day • CTT classes provide small group literacy instruction delivered by the spec ed teacher to at risk students • Pull out/push in work with intervention teacher
Mathematics:	<ul style="list-style-type: none"> • Small groups with an intervention teacher during the school day using Math Navigator, Strings, and other materials • Special math class of 10 for most at risk 5th graders • Small guided math groups—school day and extended day • In CTT classes at risk students receive small group math intervention daily
Science:	<ul style="list-style-type: none"> • Small groups during the school day • One on one tutoring
Social Studies:	<ul style="list-style-type: none"> • Small groups during the school day • Extended day small group instruction
At-risk Services Provided by the Guidance Counselor:	<ul style="list-style-type: none"> • Small groups during the school day—different focuses for different groups • One on one during the school day
At-risk Services Provided by the School Psychologist:	NA
At-risk Services Provided by the Social Worker:	NA

At-risk Health-related Services:

NA

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school's current year (2009-2010) LAP narrative to this CEP

OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K–8 LANGUAGE ALLOCATION POLICY
WORKSHEET

DIRECTIONS: This worksheet is an integral part of assisting school staff with creating and writing a school-based language allocation policy (LAP), which must be written in narrative form. Creating a school-based LAP now incorporates information required for CR Part 154 funding so that a separate submission is no longer required. This worksheet is a required appendix of the LAP, and is meant to assist LAP developers with compiling and analyzing the data necessary for planning quality ELL programs. Upon completion of the LAP, LAP team members should sign and certify that the information provided in the worksheet and plan is accurate. Agendas and minutes of LAP meetings should be kept readily available on file in the school. LAP developers are strongly encouraged to use and attach reports from available systems (e.g., ATS, ARIS) for the information requested in this worksheet.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

SSO/District Empowerment/15	School PS 321
Principal Elizabeth Phillips	Assistant Principal Elizabeth Garraway
Coach n/a	Coach n/a
Teacher/Subject Area Joanna Cohen/ESL	Guidance Counselor Carlina Ramos
Teacher/Subject Area Chantal Gregoire/AIS	Parent Ruth Lopez
Teacher/Subject Area Dana Rappaport/2nd Grade	Parent Coordinator Marge Raphaelson
Related Service Provider Dana Kaplan	SAF n/a
Network Leader Alison Sheehan	Other Theresa Rivera

B. Teacher Qualifications

Please provide a report of all staff members' certifications referred to in this section

Number of Certified ESL Teachers	1	Number of Certified Bilingual Teachers	1	Number of Certified NLA/FL Teachers	0
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	1	Number of Teachers of ELLs without ESL/Bilingual Certification	2

C. School Demographics

Total Number of Students in School	1330	Total Number of ELLs	31	ELLs as Share of Total Student Population (%)	2.33%
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Part II: ELL Identification Process

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

- Describe the steps followed for the initial identification of those students who may possibly be 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

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	TOTAL
Spanish		3	1	3	3	7				17
Chinese										0
Russian		1								1
Bengali					1					1
Urdu										0
Arabic				1	1	1				3
Haitian Creole										0
French										0
Korean										0
Punjabi										0
Polish										0
Albanian				1						1
Other	3		2	2		1				8
TOTAL	3	4	3	7	5	9	0	0	0	31

Programming and Scheduling Information

1. How is instruction delivered?
 - 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])?
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)?
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 enrich language development.
4. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - 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 ELLs identified as having special needs.

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

	Beginning	Intermediate	Advanced
FOR ALL PROGRAM MODELS			
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	90 minutes per day	90 minutes per day	45 minutes per day

Native Language Arts and Native Language Support

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

NLA Usage/Support	TBE
100%	
50%	
25%	
	Dual Language
100%	
75%	
50%	
25%	
	Freestanding ESL
100%	

75%		TIME	BEGINNERS	INTERMEDIATE	ADVANCED
50%					
25%					

Programming and Scheduling Information--Continued

5. 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.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year

Schools with Dual Language Programs

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

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 support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

Parental Involvement

1. Describe parent involvement in your school, including 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?

Part IV: Assessment Analysis

A. Assessment Analysis

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)										
	K	1	2	3	4	5	6	7	8	TOTAL
Beginner(B)	3	2	2	2	3	5				17

B. After reviewing and analyzing the assessment data, answer the following

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights does the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
 - a. Examine student results. 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?
5. 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?
6. Describe how you evaluate the success of your programs for ELLs.

Part V: LAP Team Assurances

Completing the LAP: Attach this worksheet to the LAP narrative as an appendix and have it reviewed and signed by required staff. Please include all members of the LAP team. Signatures certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		

	Coach		
	Coach		
	Guidance Counselor		
	School Achievement Facilitator		
	Network Leader		
	Other		
	Other		
Signatures			
School Principal		Date	
Community Superintendent		Date	
Reviewed by ELL Compliance and Performance Specialist		Date	

Language Allocation Policy PS 321

Part I: School ELL Profile

Public School 321 is a K-5 elementary school located in the Park Slope neighborhood of Brooklyn. Park Slope's immigrant population represents a wide variety of countries, including Mexico, Albania, Jordan, Israel, Denmark, and Yemen. As a result, our English Language Learner (ELL) population speaks many different languages, from Spanish to Arabic to Danish to Hebrew. PS 321's ELLs also come to our school with a range of academic experiences. Some are highly literate in their native languages and may have had some English language instruction in their native countries. Some of their parents speak English nearly fluently. Others have had limited schooling in their native countries, and their parents do not speak English at all. This presents an interesting challenge for our school to meet the needs of such a wide range of ELLs.

ELLs are 2.33% of PS 321's 1330 students. ELLs are served through a combination of push-in and pull-out instructional programs. More than two-thirds of the ELL population is continuing to receive services from the previous year, while one-third are new to the school. Our current program serves 31 students in kindergarten through grade 5, primarily using small-group instruction.

See attached LAP Worksheet for more specific demographic information.

Part II: ELL Identification Process

PS 321 identifies ELLs using the following steps:

1. Parents complete a Home Language Identification Survey (HLIS) when they register their child for school. Parents who speak Spanish complete the Spanish HLIS, and parents who speak another language receive translation services in order to complete the HLIS.
2. Home Language Identification Surveys (HLIS) are reviewed for all kindergarten students and newly admitted students in grades 1-5. Students whose HLIS indicates that a language other than English is spoken at home are then tested with the LAB-R. Students whose primary language is Spanish are also tested with the Spanish LAB. PS 321's ESL teacher evaluates the HLIS and administers and hand-scores the LAB-R. All of this is completed within 10 days of the start of school.

3. Once students are identified as ELLs, the ESL teacher creates small instructional groups, based on students' language acquisition level. The ESL teacher also pushes in to classes where there are several ELLs.
4. Throughout the year, the ESL teacher administers informal assessments to determine the progress students are making in their listening, speaking, reading, and writing skills. Approximately two months prior to the administration of the NYSESLAT, the ESL teacher begins formal test preparation. Students take a practice test, and the ESL teacher focuses test prep on the areas where the students struggle the most.
5. NYSESLAT results are reviewed at the start of each school year in order to determine the most appropriate methods of instruction for the coming year.

Parents whose children are identified as ELLs attend an orientation session with the ESL teacher and a translator, if necessary. The ESL teacher explains parents' options, shows parents a video detailing their options, and answers any questions. These orientation sessions are held within two weeks of students being identified as ELLs. At the orientation session, parents are given a brochure in their native language describing their program choices and are asked to complete the Parent Survey and Program Selection forms within one week. Often, parents complete both the survey and selection form at the orientation meeting. If they do not, the ESL teacher contacts them to follow-up within one week. All Parent Surveys and Program Selection forms are returned within two weeks of attending an orientation session.

At the start of each school year, PS 321's ESL teacher reviews the school's NYSESLAT scores and sends Entitlement (or Non-Entitlement) letters to families. These letters are written in the parents' native languages and are sent home in students' homework folders. Entitlement letters are sent to families within one week of the start of school.

Because PS 321 has a small number of ELLs – thirty-one – and because they speak multiple languages, the school only offers a Freestanding English as a Second Language (ESL) program. Parents are informed that Freestanding ESL is their only option at PS 321 and are encouraged to visit neighboring schools if they would prefer that their children be placed in a Transitional Bilingual Education (TBE) or a Dual Language (DL) program. Over the past few years, one hundred percent of parents of ELLs have selected a Freestanding ESL program at PS 321.

Part III: ELL Demographics

Programming and Scheduling Information

ESL instruction at PS 321 is provided primarily through a pull-out model; however, the ESL teacher does push-in to two classes where there is a concentration of ELLs. Students are grouped homogeneously, by proficiency level. Students at the Beginner and Intermediate levels receive 360 minutes of instruction per week. Students at the Advanced level receive 180 minutes of instruction per week. PS 321's ESL teacher provides all instruction.

PS 321 uses a balanced approach to literacy instruction, and pull-out ESL instruction uses the same instructional methods. ESL instruction includes:

- Thematic study
- Total Physical Response (TPR) activities
- Read aloud
- Shared Reading
- Guided Reading
- Interactive Writing
- Independent Reading (with conferring)
- Independent Writing (with conferring)
- Vocabulary instruction
- Phonics and syntax instruction using Foundations

Native Language Support is a component of all ESL instruction and students have access to native language-English dictionaries, as well as online translation tools to ensure content comprehension.

Content-area instruction is delivered through a push-in model. The ESL teacher works in small groups in the classroom with ELLs during Math, Social Studies, and Science. Specific instructional methods include:

- Guided reading of additional, language-appropriate texts to develop background knowledge
- Explicit vocabulary instruction on key words and concepts
- Additional practice of foundational concepts

Our ESL teacher differentiates instruction for students depending on their language proficiency level and special education status. Newcomers do intensive, thematic study using TPR activities and English language picture dictionaries to bring to life difficult concepts. Basic English syntax is introduced slowly as students gain speaking proficiency. Students learn English letters and sounds and begin learning basic spelling rules and decoding strategies. At the same time, students listen to texts read aloud to develop their reading comprehension skills; students read texts at their reading level both independently and in guided groups; and students begin to write in English. The components of balanced literacy instruction will prepare students to take the ELA; however, the ESL teacher also conducts explicit ELA test prep with these students so that they can become familiar with the test and the types of questions on it.

The ESL teacher uses similar instructional methods with students who have been receiving services for four to six years. Read aloud and shared reading texts will be more difficult, as students are now able to decode and comprehend on a higher level. Students will delve more deeply into English syntax and grammar and will write longer pieces of writing, both narrative and non-narrative. Vocabulary instruction will be at a higher level.

The ESL teacher reviews IEPs for ELLs that are special education students and modifies her instruction as needed. For instance, she will develop flashcards and picture cards for students who have difficulty committing concepts to memory. She will use timers for students who have difficulty remaining on task. She provides significant scaffolding to help students work independently in writing.

Students who require additional support/intervention also attend PS 321's Extended Day program (120 minutes a week after school) and may receive academic intervention services (AIS). Instruction is entirely in English and is appropriately scaffolded for students depending on their language needs. Classroom teachers, AIS teachers, or the ESL teacher provide these additional intervention services. PS 321 offers intervention services in reading, writing, and math.

PS 321 offers transitional support to students who reach English proficiency. Many of these students continue to participate in Advanced ESL groups on an at-risk basis. Students also receive push-in support when the ESL teacher is in their classroom. In addition, students are offered AIS services to ensure that they continue developing English language skills.

In the coming school year, PS 321 is considering offering additional professional development to classroom teachers focusing on how to work with ELLs, particularly Newcomers. In the last two years, the school has enrolled more Newcomers than ever before, and it has proved challenging for classroom teachers to modify their instruction for these students. In addition, to support these students – as well as to more intensively develop the academic English of our longer-term ELLs – PS 321 will purchase additional ELL-specific literacy materials, including guided reading texts, shared reading books (fiction and non-fiction), English grammar curricula, etc. At the moment, we don't plan to discontinue any programs/services for ELLs.

ELLs are afforded equal access to all school programs at PS 321. Because our ELL population is so small, students are well-integrated into their classrooms and participate in all school programs consistently. In addition, ELLs participate in our Title III program and in our Extended Day program.

Instructional materials used to support ELLs include:

- Native language-English dictionaries
- Online translation tools
- Leveled guided reading texts
- Shared reading big books (fiction and non-fiction)
- Phonics curriculum (Foundations)
- Content-specific texts written at an appropriate language proficiency level
- Graphic organizers
- Writing planners

Materials and services correspond to students' ages and grade levels to the degree possible. When not possible (for instance, when Newcomers who are in 5th grade must read texts designed for very young students), the ESL teacher simply explains to the students that they will only be reading these texts for a short period of time and will soon be using more age-appropriate materials.

Native language support is delivered in our Freestanding ESL program in the following ways:

- Translation by school social worker (who speaks Hebrew)
- Translation by school guidance counselor or assistant principal (who speak Spanish)
- Native language-English dictionaries
- Online translation tools

We currently do not have the capacity to assist newly enrolled ELL students before the beginning of the school year. Our school is closed over the summer and more often than not, ELL students do not enroll prior to the start of the school year.

Professional Development and Support for School Staff

The ESL Teacher participates in a great deal of professional development. She is participating in an intensive professional development group through Teachers College for school personnel working with ELLs. This group, which meets throughout the school year, is designed to identify best practices for working with ELLs. In addition, the ESL teacher participates in Calendar Days through Teachers College that are specific to literacy and ELLs, as well as professional development sponsored by the Department of Education designed to increase academic English for ELLs. At the start of each school year, the ESL teacher reviews the school's NYSESLAT data to determine what type of professional development she would like to receive.

Staff in the upper grades and the school guidance counselors meet with the ESL teacher to discuss the language needs of ELLs who are moving on to 6th grade and to identify the most appropriate middle school setting for them. In addition, PS 321 identifies the challenges that ELLs will face in middle school and meets with 5th grade teachers to suggest ways they might prepare students for these challenges, from teaching note-taking skills to teaching students to figure out the meaning of difficult vocabulary words.

All teachers at PS 321 – common branches and special education – as well as related service providers (in particular, speech therapists) take part in a minimum of 7.5 hours of ELL training. The school devotes 3, 1-hour professional development sessions to strategies for working with ELLs in the classroom – from using native language and translation tools, to illustrating difficult concepts with pictures, to pairing ELLs with more proficient speakers to improve language ability. The staff reads a portion of a professional text related to working with ELLs – this year the staff is reading *Balancing Reading and Language Learning* by Mary Cappellini – and identifies ways to modify their teaching and classroom environment to meet the literacy needs of ELLs. Four-and-a-half hours of grade meetings per year are also devoted to building the academic language of ELLs.

School secretaries, guidance counselors, the school psychologist, and the Parent Coordinator take part in training on how to interact with ELL parents, how to assist families in completing the HLIS, how to direct families toward needing translation services, and how to help families navigate the public school system.

Parent Involvement

Parent involvement is of great importance to PS 321. We have an active Parent-Teacher Association whose members regularly assist in classrooms and provide services to the school. In addition, families are invited into children's classrooms the first Friday of every month to read and learn with students. Parents are members of our School Leadership Team, and we have specifically invited parents of ELL students to attend these meetings. Finally, PS 321 hosts a regular series titled "What's a Parent to Do?" designed to address specific parenting concerns.

In addition, the school hosts regular meetings of our Spanish-speaking parent group and an Arabic-speaking parent group. While we don't contract with outside agencies to provide presentations at these meetings, PS 321 staff does workshops on how to support students at home, effective parenting strategies, and more. The school identifies the needs of ELL parents at ELL Orientation Sessions, which are deliberately kept very small so as to get to know these families.

Part IV: Assessment Analysis

PS 321 uses assessments from the Teachers College Reading and Writing Project (TCRWP) to assess the early literacy skills of ELLs. They are administered the following assessments at regular intervals throughout the year:

- Running records
- Letter-sound identification
- Concepts of Print
- High-Frequency Words – reading and spelling

Each of these assessments helps to guide instruction. For instance, the ESL teacher completes detailed running record analyses in order to identify students' strengths and weaknesses. Based on these analyses, she can determine whether ELLs are over-relying on graphophonic, syntactic, or meaning cueing systems and adjust instruction accordingly.

Data patterns from the NYSESLAT indicate that our students are quickly gaining proficiency in listening and speaking skills, but are struggling with reading and writing skills. For that reason, we are adopting additional components of balanced literacy into our ELL curriculum and are focusing to a greater degree on developing reading and writing skills. In addition, we are working with ELL students to further develop their academic language, which we have found to be lagging behind social language.

PS 321 does not use formal Periodic Assessments for ELLs; however, informal data, including data from our TCRWP assessments indicates that our ELLs are making faster progress this year with the increased focus on balanced literacy than in previous years.

Overall, our program for ELLs is successful; however, we recognize the areas in which our ELLs are not making progress as quickly. We use our NYSESLAT; LAB-R; NYS ELA, Math, Science, and Social Studies; TCRWP assessment; and informal assessment data to evaluate the success of our program.

Finally, every year this Language Allocation policy is reviewed upon receipt of PS 321's NYSESLAT data, as well as upon enrollment of new ELL students. This is reviewed in conjunction with the CEP to ensure that we are meeting the needs of our ELL population. Meetings throughout the year with our Parent Coordinator, Principal, classroom teachers, and parents of ELLs ensure that we are moving this particular population toward proficiency in English.

SEE LAP POLICY WORKSHEET WHICH I AM SENDING ALONG WITH THE REVISED CEP

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2009-2010

Form TIII – A (1)(a)

Grade Level(s) K-5 Number of Students to be Served: 30 LEP 20 Non-LEP (former ELLs)

Number of Teachers 8 Other Staff (Specify) 2 external providers

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

Language Instruction Program –

PS 321's ELL population is currently served in a combination push-in/pull-out model. Every year, the school completes an analysis of its ELL population's needs in order to ensure that students at the Beginner and Intermediate levels are receiving 360 minutes, and students at the Advanced level are receiving 180 minutes, of the highest-quality English language instruction. Because many of our ELLs are engaged in literacy-rich experiences throughout the day and are making quick progress, we have determined that our Title III-funded program should be primarily a language enrichment program. In addition, for those ELLs struggling to acquire academic English and English reading skills, we will also have an intensive before-school guided reading program. All of our Title III offerings will be in English and will be supervised by our ESL teacher and taught by certified teachers.

More specifically, our Title III funds will be used in the following ways:

- **Before-School Intensive Literacy Program:** This intensive literacy program will run for 8 weeks, and small groups will meet once a week for one hour before school. The language of instruction will be English. Eight ELL students who are at a similar language acquisition level and who have been designated by our ESL teacher as most in need, will participate in two guided reading groups using a new curriculum, Leveled Literacy Intervention (LLI), designed to quickly improve reading skills for struggling readers and ELLs. This program will be team

taught by our ESL teacher and a Reading Intervention teacher. Target grades will be 1-5. It will meet Wednesday mornings from 7:40-8:40 and will begin March 3 and end April 28.

- **After-School Language Enrichment Program:** This literacy-focused program will run for 8 weeks, and groups will meet once a week for one hour and 15 minutes. We will initially enroll thirty ELLs in the program and will then open it up to former ELLs. We will offer a range of enrichment courses to students, from spoken word poetry/step dancing, to improvisational theater, to reading and writing graphic novels, to cooking. The spoken word poetry/step dancing will be taught by an outside consultant with experience working with struggling language learners—Soul Steps. The improvisational theater program will be taught by an outside consultant with experience working with struggling language learners—Freestyle Repertory Company. Our ESL teacher and a bilingual certified teacher will team with certified general education and special education teachers with expertise in the arts to offer the other language rich enrichment classes. Since our ELLs are in all the grades, this program will include children from grades K-5. It will meet Wednesday afternoons from 3:00-4:15 and will begin March 3 and end April 28.
- **Professional Development for Participating Teachers:** We will purchase the professional text that goes along with the LLI curriculum titled *When Readers Struggle: Teaching that Works* for the teachers leading the before-school intensive literacy program. These teachers will receive several sessions of professional development so that they can effectively use LLI with their ELL reading groups. Teachers leading the after-school language enrichment programs will receive several sessions of professional development with our ESL teacher that will focus on ways to effectively work with ELLs. All teachers will meet at regular intervals throughout the duration of the Title III-funded program to assess how well the program is working and to suggest mid-program alterations. Finally, teachers will meet at the conclusion of the program to determine what, if any, changes need to be made for the following year. In addition, teachers participating in the after-school language enrichment program will receive professional development in vocabulary development, using Isabel Beck's *Bringing Words to Life*, which we will purchase for them.
- **Parent and Community Participation:** With our Title III funds, we will design several programs for our existing Spanish-speaking parents group, which meets weekly. Our ESL teacher will offer workshops on ways that parents can support their children's learning at home — in Spanish or in English. We will purchase children's literature in Spanish and in English that parents can take home and read with their children. Our Spanish-speaking guidance counselor will run a parent book club.

PS 321 believes that our ELL population is making significant progress as a result of our school-day program that adheres to guidelines under CR Part 154, and that our ELLs' acquisition of English will be enhanced as a result of this Title III-funded program.

Professional Development Program –

- As noted above, we will purchase the professional text that goes along with the LLI curriculum titled *When Readers Struggle: Teaching that Works* for the teachers leading the before-school intensive literacy program. These teachers will receive several sessions of professional development so that they can effectively use LLI with their ELL reading groups. Teachers leading the after-school language enrichment programs will receive several sessions of professional development with our ESL teacher that will focus on ways to effectively work with ELLs. In addition, teachers participating in the after-school language enrichment program will receive professional development in vocabulary development, using Isabel Beck's *Bringing Words to Life*, which we will purchase for them. All teachers will meet at regular

intervals throughout the duration of the Title III-funded program to assess how well the program is working and to suggest mid-program alterations. Finally, teachers will meet at the conclusion of the program to determine what, if any, changes need to be made for the following year.

Form TIII – A (1)(b)

School: PS 321 BEDS Code: _____

**Title III LEP Program
School Building Budget Summary**

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) - Per session - Per diem	\$5597	Payment for teachers leading Title III-funded groups after school groups (6 teachers x 1.25 hour of payment per week x \$49.89 for payment x 8 weeks=\$2999. Payment for teachers leading before school literacy groups (2 teachers x 1 hours per week for 8 weeks = &798.24.) Professional development for teachers participating in Title III program (4 hours of PD x 8 teachers and 1 PD leader x \$49.98=\$1799.28).
Purchased services - Outside vendors	\$4000	Payment to two arts organizations that contract with the DOE – Soul Steps and Freestyle Repertory Theatre – to run two after-school literacy enrichment groups (each group’s fee is \$2000).
Supplies and materials - Must be supplemental - Additional curricula, instructional materials	\$5403	Leveled Literacy Intervention curriculum (Orange Kit=\$1430 and Blue Kit=\$2475, total of \$3905) + 2 copies of <i>When Readers Struggle: Teaching That Works</i> (\$39/copy x 2=\$78) + cooking supplies and ingredients (\$100) + miscellaneous

- Must be clearly listed		art/drawing supplies (\$200) + graphic novels (\$200) + Isabel Beck's <i>Bringing Words to Life</i> –for PD (\$300) + children's literature library for parent group (\$400) + adult books for parent book club (\$218)
Travel	\$0	
Other	\$0	
TOTAL	\$15,000	

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2009-2010

Form TIII – A (1)(a)

Grade Level(s) K-5 **Number of Students to be Served:** 28 **LEP** 50 **Non-LEP**

Number of Teachers 8 **Other Staff (Specify)** _____

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

Language Instruction Program – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

PS 321's ELL population is currently served in a combination push-in/pull-out model. Every year, the school completes an analysis of its ELL population's needs in order to ensure that students at the Beginner and Intermediate levels are receiving 360 minutes, and students at the Advanced level are receiving 180 minutes, of the highest-quality English language instruction. We will be using our Title III funds to enhance and enrich English language development for our ELLs and student who we identify as being "hidden" ELLs. "Hidden" ELLs fall into several categories:

- Students whose parents exclusively speak another language at home, but who completed their Home Language Identification Survey indicating that only English is spoken. We have found that many of these students are struggling academically.
- Students with one parent who speaks another language and one who speaks English. These students generally pass the LAB, but are disproportionately represented in our population of students receiving academic intervention services (AIS).
- Students who do not grow up in print- and language-rich environments. While these students are not English Language Learners, they exhibit many of the same characteristics – and have many of the same language needs – as our identified ELLs.

While our Title III funds will primarily target our identified ELLs – we have a larger number of Newcomers this year than in previous years – we will also offer support to the "hidden" ELLs described above.

Our Title III funds will be used in a variety of ways:

- After-School Enrichment Programs: These literacy rich programs will run for 10-12 weeks and will meet once a week. Some of the options may include drama, storytelling, improv theater, poetry etc.
- Before-School Breakfast Clubs: These clubs will meet 1-2 times per week for 10-12 weeks. Students will be grouped by language proficiency and will eat breakfast with teachers while participating in games, book clubs, or other literacy-related activities. Math clubs will also be an option.
- Lunchtime Clubs: Similar to the breakfast clubs, these groups will meet 1-2 times per week and will include a range of activities designed to enhance language development.
- Professional Development for Classroom Teachers: We will purchase a professional text for teachers and hold professional development sessions on how to best support ELLs and “hidden” ELLs in the classroom.

All programs listed above will be taught by highly-qualified teachers with significant experience working with children with a range of language experiences. We will also provide professional development to these teachers. All programs will be in English, but native language support will be available in the form of dictionaries, and where available and necessary, translators. We expect to enroll 200+ students in the programs described above.

PS 321 believes that our ELL population is making significant progress as a result of our school-day program that adheres to guidelines under CR Part 154. For that reason, we would like to use our Title III funds to deliver instruction in a slightly different way, using more of an enrichment model. These types of language experiences will be highly engaging and are sure to move our ELL – and our hidden ELL – population even further.

Professional Development Program – Describe the school’s professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

As noted above, our use of Title III funds will include extensive professional development for teachers and other staff working with our ELLs. Currently, our ESL Teacher is participating in an intensive PD group to identify best practices for working with ELLs. During regular PD sessions at PS 321, our ESL teacher will share what she has learned with other staff members. In addition, we will purchase a professional text for classroom teachers that they will read and discuss together. These discussions will be guided by our ESL teacher. The instructional practices identified in these texts will not only support the language development of our ELLs, but also of all of students struggling with literacy skills.

Form TIII – A (1)(b)

School: PS 321 BEDS Code: _____

**Title III LEP Program
School Building Budget Summary**

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 	\$7,500	Per session for teachers teaching before or after school and one supervisor; missed prep payment for teachers teaching during their prep; per diem for PD
Purchased services <ul style="list-style-type: none"> - High quality staff and curriculum development contracts. 	\$3000	Payment for an arts organizations to run several after-school, lunchtime, and breakfast clubs.
Supplies and materials <ul style="list-style-type: none"> - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed. 	\$4500	Professional texts for teachers, books and supplies for after-school, lunchtime, and breakfast clubs.
Travel	\$0	
Other	\$0	
TOTAL	\$15,000	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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.

PS 321 reviews the Home Language Identification Surveys (HLIS) of every new entrant to determine families' language needs. We maintain a running list of families who need translated school documents and translation services at Parent-Teacher Conferences or other school events.

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.

PS 321 has a limited number of parents with translation needs.

- 14 ELLs have exclusively Spanish-speaking parents
- 3 ELLs have exclusively Arabic-speaking parents
- 9 ELLs (including 6 Newcomers) have parents who speak nearly-fluent English, though their children do not speak any English
- In addition, PS 321 has approximately 35 families who primarily speak Spanish at home, and 10 families who primarily speak Arabic at home, but whose children are not identified as ELLs

These findings were reported to the school community via the principal's weekly newsletter.

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.
 - Assistant principals, guidance counselors, and Arabic-speaking paraprofessionals translate many time-specific school notices and report card comments in writing. All translated announcements are sent home at the same time as English announcements.

- PS 321's Parent Coordinator and ESL teacher use a computer program (Google Translator) to translate some school documents. These are double-checked by native language speakers for accuracy.
 - For non-time specific documents, PS 321 uses the DOE translation service.
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.
- Spanish- and Arabic-speaking parents groups are a known and well-used forum for oral interpretation services. The Spanish-speaking group meets weekly, and the Arabic-speaking group meets biweekly. At these meetings, important school information is relayed in parents' native languages. These groups are very well-attended.
 - Assistant principals and guidance counselors serve as translators at parent-teacher conferences and during PTA meetings/workshops.
 - If necessary, PS 321 uses the DOE's phone translation service, but generally we've meet the needs of our school's parent population using the resources listed above.
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>.

This information has been made available in the following places:

- PS 321 Parent Handbook (translated)
- PS 321 Staff Handbook
- New parent welcome letters (translated)
- At Spanish- and Arabic-speaking parents meetings

**APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEM-WIDE IMPLICATIONS OF FINDINGS FROM
AUDITS OF THE WRITTEN, TESTED, AND TAUGHT CURRICULUM IN ELA AND MATHEMATICS**

All schools must complete this appendix.

Background

From 2006 to 2008, the New York City Department of Education (NYCDOE) and the New York State Education Department (NYSED) commissioned an “audit of the written, tested, and taught curriculum” to fulfill an accountability requirement of the No Child Left Behind (NCLB) Act for districts identified for “corrective action.” The focus of the audit was on the English language arts (ELA) and mathematics curricula for all students, including students with disabilities (SWDs) and English language learners (ELLs). The audit examined the alignment of curriculum, instruction, and assessment as well as other key areas—such as professional development and school and district supports—through multiple lenses of data collection and analysis. The utilized process was a collaborative one, intended not to find fault but to generate findings in concert with school and district constituency representatives to identify and overcome barriers to student success. As such, these findings are not an end in themselves but will facilitate important conversations at (and between) the central, SSO, and school levels in order to identify and address potential gaps in ELA and math curriculum and instructional programs and ensure alignment with the state standards and assessments.

Directions: Schools are expected to reflect on the seven (7) key findings of the “audit of the written, tested, and taught curriculum” outlined below, and respond to the applicable questions that follow each section.

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

Overall: There was limited evidence found to indicate that the ELA and mathematics curricula in use are fully aligned to state standards. Although New York City is a standards-based system, teachers do not have the tools they need to provide standards-based instruction to all students at all levels, particularly ELLs. There is a lack of understanding across teachers, schools, and audited districts regarding what students should understand and be able to do at each level in ELA and mathematics.

1A. English Language Arts

Background

A curriculum that is in alignment will present the content to be taught (as outlined by the state standards), with links to the following: an array of resources from which teachers may choose in teaching this content; a pacing calendar and/or suggested timeframe for covering the curriculum material; a description of expectations for both the teacher’s role and the student level of cognitive demand to be exhibited; and a defined set of student outcomes—that is, what the student should know and be able to do as a result of having mastered this curriculum. The New York State ELA Standards identify seven different areas of reading (decoding, word recognition, print awareness, fluency, background knowledge and vocabulary, comprehension, and motivation to read) and five different areas of writing (spelling, handwriting, text production, composition, motivation to write) that are addressed to different degrees across grade levels. Although

listening and speaking are addressed within the New York State ELA Standards, they are not further subdivided into topic areas. A written curriculum missing literacy competencies or performance indicators at any grade level will impact the alignment of the curriculum to state standards. A written curriculum that does not address the areas in reading identified by the state standards also will also impact vertical and horizontal alignment within and between schools by creating gaps in the Grades K–12 curriculum. *Vertical alignment* is defined as the literacy knowledge addressed at a grade level that builds upon and extends learning from the previous grade level, whereas *horizontal alignment* refers to agreement between what is taught by teachers addressing a common subject across a single grade level.

ELA Alignment Issues:

- **Gaps in the Written Curriculum.** Data show that the written curriculum in use by many schools is not aligned with the state standards in terms of the range of topics covered and the depth of understanding required. All reviewed curricula had gaps relative to the New York State ELA standards. The fewest gaps were found at Grade 2, but the gaps increased as the grade levels increased. Interviewed staff in a number of the schools that were audited reported less consistent and effective curriculum and instruction at the secondary level. These data further indicated that curricula were not adequately articulated—less articulated in secondary than elementary schools.
- **Curriculum Maps.** The curriculum alignment analyses noted that although a number of curriculum maps had been developed, the mapping has been done at a topical level only and does not drill down to an expected level of cognitive demand that will indicate to teachers what students should know and be able to do at each grade level. These curriculum maps addressed only content topics—not skills to be mastered, strategies to be utilized, or student outcomes to be attained.
- **Taught Curriculum.** The *Surveys of Enacted Curriculum* (SEC)¹ data also show that the taught curriculum is not aligned to the state standards. For example, in the reviewed high school-level ELA classes, auditors observed a great disparity between what is taught and the depth to which it should be taught. A similar lack of depth can be seen in elementary and middle grades as well (specifically Grades 2, 4, 5, and 6) and Grade 8. As one might look at it, the taught ELA curriculum is quite broad but lacks depth in any one area. Although standards indicate that instruction should be focused on having students create written products and spoken presentations, SEC data show quite the opposite. There is very little emphasis on speaking and listening and only a moderately higher level of emphasis on writing. Critical reading also is supposed to have a much greater depth than is currently occurring in high school English classes.
- **ELA Materials.** In a number of the audited schools, teachers interviewed indicate that they have sufficient amounts of curriculum materials available to them; however, the materials they have are not adequate to meet the needs of all learners, particularly English language learners, students with disabilities, and struggling readers. Further, the materials in use are reportedly often not relevant to

¹ To examine whether instruction was aligned to the New York state standards and assessments, teachers in the district completed the *Surveys of Enacted Curriculum* (SEC). Based on two decades of research funded by the National Science Foundation, the SEC are designed to facilitate the comparison of enacted (taught) curriculum to standards (intended) and assessed curriculum (state tests), using teachers' self-assessments. The data for each teacher consist of more than 500 responses. The disciplinary topic by cognitive-level matrix is presented in graphic form, which creates a common language for comparison and a common metric to maintain comparison objectivity.

the students' background knowledge, suggesting a need for more age appropriate and culturally relevant books and articles for student use.

– **English Language Learners**

Multiple data sources indicate that there is a great deal of variation in the curriculum and instruction that ELL students receive, by grade level, by type of ELL program or general education program, and by district. For example, some of the best instruction observed by site visitors was found in ELL program classrooms at the elementary level, which contrasted sharply with the generally lower quality of ELL program instruction at the secondary level. The auditors found that planning for ELL education at the city and even district levels did not percolate down to the school and teacher levels. Consequently, planning for ELL education in the audited schools generally occurred at the level of individual teachers or ELL program staff, contributing to the variations in curriculum and instruction observed across ELL and general education programs. Further, there is a general lack of awareness of the New York State Learning Standards for ESL.

Please respond to the following questions for Key Finding 1A:

ELA Alignment

1A1

The administrative team (Principal, 3 assistant principals, 2 Leadership Academy aspiring principals) reviewed data to determine whether Finding 1A was relevant to our school's educational plan and met with grade leaders as well. The committee reviewed our CEP and our Quality Review, and particularly our literacy pacing calendars that were developed collaboratively with teachers over the past several years and refined in Spring 08. and evaluated school data to look for gaps in our written curriculum, our curriculum maps, and the materials and taught curriculum in ELA, especially for English Language Learners. We reviewed classroom libraries as well as written formal observations of teachers and feedback from walkthroughs. It was determined that the Curriculum Audit findings were not relevant to our school's educational program.

1A2 Not Applicable

1A3

The written curriculum in our school is aligned with state standards both in terms of the range of topics covered and the depth of understanding required. Our teachers use our pacing calendar and curriculum maps to create units and lessons. Curriculum maps clearly indicate what students should know and be able to do at each grade level. This includes skills to be mastered, strategies to be utilized, and student outcomes to be attained. The taught curriculum in our classrooms is aligned with the written curriculum. Students are able to demonstrate what they know in a variety of ways. Instruction is focused both on students creating written products and spoken presentations.

PS 321 has many structures in place that contribute to the vertical and horizontal alignment of our curriculum. The pacing calendars, TC binder, and curriculum maps are evidence of clear communication and expectations for the content and process for teaching in our classrooms. Our teachers meet regularly for grade-level planning. This collegiality contributes to horizontal alignment. The pacing calendar demonstrates how our curriculum is vertically aligned; topics and themes that are covered in each grade are revisited and explored with increased sophistication in subsequent grades. Grade leaders meet to communicate and support one another in this vertical alignment.

Our ELA materials and instruction are designed to meet the needs of all students, including English Language Learners, students with disabilities, and struggling readers. Each one of our students has their reading level assessed on an ongoing basis by reading side-by-side with their teachers and answering comprehension-based and inferential questions. These running record assessments are used to match every student with materials that are relevant to her needs. Teachers also use data collected during running records and conferences. Teachers use this data to drive instruction, crafting mini-lessons and grouping students for targeted skill work.

1B. Mathematics

Background

New York State assessments measure conceptual understanding, procedural fluency, and problem solving. In the New York State Learning Standard for Mathematics, these are represented as *process strands* and *content strands*. These strands help to define what students should know and be able to do as a result of their engagement in the study of mathematics. The critical nature of the process strands in the teaching and learning of mathematics has been identified in the New York State Learning Standard for Mathematics, revised by NYS Board of Regents on March 15, 2005: The process strands (Problem Solving, Reasoning and Proof, Communication, Connections, and Representation) highlight ways of acquiring and using content knowledge. These process strands help to give meaning to mathematics and help students to see mathematics as a discipline rather than a set of isolated skills. Student engagement in mathematical content is accomplished through these process strands. Students will gain a better understanding of mathematics and have longer retention of mathematical knowledge as they solve problems, reason mathematically, prove mathematical relationships, participate in mathematical discourse, make mathematical connections, and model and represent mathematical ideas in a variety of ways. (University of the State of New York & New York State Education Department, 2005, p. 2) When curriculum guides lack precise reference to the indicators for the process strands, then explicit alignment of the curriculum to the process strands is left to the interpretation of the individual classroom teacher.

Specific Math Alignment Issues:

- A review of key district documents for mathematics shows substantial evidence that the primary mathematics instructional materials for Grades K–8 (*Everyday Mathematics* [K–5] and *Impact Mathematics* [6–8]) are aligned with the New York state *content strands* except for some gaps that appear at the middle school level in the areas of measurement and geometry and number sense and operations. The instructional materials that were available at the high school level during the time of the audits (New York City Math A and B [8–

12]) were aligned with the 1999 standards but not with the newer 2005 standards. Furthermore, these documents show that there is a very weak alignment to the New York state *process strands* for mathematics at all grade levels.

- The SEC data for mathematics curriculum alignment (similar to Key Finding 1A for ELA), shows that there is a lack of depth in what is being taught in the mathematics classroom as compared to what is required by the state standards.

Please respond to the following questions for Key Finding 1B:

Mathematics alignment

1B1

Our administrative team assessed whether Finding 1B was relevant to our school's educational plan and also worked with math leaders on each grade on this. The team reviewed our mathematics instruction materials to see if they are aligned with New York State content and process strands. We looked at teachers' guides, lesson plans, student work, and pacing calendars and made visits to classrooms to assess the alignment with the content and process strands, and to evaluate the depth of what is being taught as compared to what is required by state standards. It was determined that the Curriculum Audit findings were not relevant to our school's educational program.

1B2 Not Applicable

1B3

Our Balanced Mathematics approach, which relies heavily on the TERC program as well as on supplementary material for teaching and practicing basic computation skills, is aligned with both the New York State content and process strands. Mathematics instruction in our classrooms matches and often exceeds the level of depth that is required by state standards. Our students are challenged to solve problems, reason mathematically, prove mathematical relationships, participate in mathematical discourse, make mathematical connections, and model and represent mathematical ideas in a variety of ways throughout the curriculum. TERC also makes explicit recommendations for how to differentiate instruction to support the range of learners. Activities and tips appear throughout the Teacher's Guide as strategies for intervention and extension. Note that in their staff handbook after the math pacing calendars, teachers have a copy of the New York State math standards for their grade.

KEY FINDING 2: INSTRUCTION

Overall: Multiple data sources indicate that direct instruction and individual seatwork are the predominant instructional strategies used by teachers in audited districts; there is indication of limited use of best practices and research-based practices, including differentiated instruction. A number of schools in audited districts further evidenced a lack of student engagement in classrooms, particularly at the secondary level. These data also show that there is an intention to use research-based and best practices; yet according to the interviews,

SEC, and classroom observations, there is limited evidence of implementation and monitoring of such practices. Interview data indicate that in audited districts, teachers indicate a need for more support focused on differentiation of instruction for all learners.

2A – ELA Instruction

Classroom observations in audited schools show that direct instruction was the dominant instructional orientation for ELA instruction in almost 62 percent of K–8 classrooms. (In direct instruction, the teacher may use lecture- or questioning-type format. It includes instances when the teacher explains a concept, reads to students, or guides students in practicing a concept.) Direct instruction also was observed either frequently or extensively in approximately 54 percent of the high school ELA classrooms visited. On a positive note, high academically focused class time (an estimate of the time spent engaged in educationally relevant activities) was observed frequently or extensively in more than 85 percent of K–8 classrooms visited, though this number fell slightly to just over 75 percent of classrooms at the high school level. Student engagement in ELA classes also was observed to be high (observed frequently or extensively) 71 percent of the time in Grades K–8, but this percentage shrank to 49 percent at the high school level. Finally, independent seatwork (students working on self-paced worksheets or individual assignments) was observed frequently or extensively in approximately 32 percent of the K–8 ELA classrooms visited and just over 34 percent of classrooms in high school.

Please respond to the following questions for Key Finding 2A:

2A1

The administrative team assessed whether Finding 2A was relevant to our school’s educational plan. The team reviewed our Quality Review and evaluated school data to take a close look at instruction at PS 321. We visited numerous classrooms and observed the teaching structures and strategies in each room. It was determined that the Curriculum Audit findings were not relevant to our school’s educational program

2A2 Not Applicable

2A3

Direct instruction and individual seatwork are not the predominant instructional strategies used by our teachers at PS 321. We use best practices and research based practices including differentiated instruction. The workshop model is the structure for our lessons; there is limited direct instruction or “frontal teaching.” Teachers begin lessons with a brief mini-lesson in which they introduce a specific topic, strategy, or skill. Students then apply what they’ve learned to their individual and cooperative work. Students frequently collaborate with their peers to demonstrate what they have learned. As our 2008 Quality Review states, “Teachers use differentiated approaches to learning throughout the school to support the progress of students and ensure individual needs are met. They use a range of strategies to encompass different learning styles. The school uses its pacing calendars very effectively to ensure continuity across classes and grades.”

2B – Mathematics Instruction

Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of student engagement was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12 mathematics classrooms. Observations and SEC results also shed light on some of the instructional practices in the mathematics classroom. The SOM noted that direct instruction in K-8 mathematics classes was frequently or extensively seen 75 percent of the time in Grades K–8 (and 65 percent of the time in Grades 9–12). Student activities other than independent seatwork and hands-on learning in the elementary grades were rarely if ever observed. Technology use in mathematics classes also was very low.

Mathematics Instruction

2B1

The administrative team assessed whether Finding 2B was relevant to our school’s educational plan. The committee reviewed our Quality Review and evaluated school data to take a close look at instruction at PS 321. Meetings with math leaders on each grade also informed this review. We visited numerous classrooms and observed the teaching structures and strategies in each room. It was determined that the Curriculum Audit findings were not relevant to our school’s educational program.

2B2 Not Applicable

2B3

The aforementioned best practices, research based practices, and differentiated instruction are all evident in mathematics instruction as well. Teachers use the workshop model for instruction and our students frequently engage in investigations and hands-on learning in mathematics. See quote above from 2008 Quality Review.

KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY

In a number of audited schools, respondents stated that teacher turnover was high, with schools accommodating a relatively high percentage of new and transfer teachers each year.

Please respond to the following questions for Key Finding 3:

3.1 The administrative team assessed whether Finding 3 was relevant to our school’s educational plan. The committee reviewed the organization charts and hiring data from the past few years. It was determined that the Curriculum Audit findings were not relevant to our school’s educational program

3.2 Not Applicable

3.3 Each year, our teacher turnover rate is low. Last year, it was below ten percent of our total staff and this is typical for PS 321. Our school is a highly desirable place to teach, as evidenced by the hundreds of teacher resumes that we receive each and every year. In the cases that we do need to hire a teacher, we almost always hire experienced educators. As per our School Demographics, 100% of our teaching staff is fully licensed and permanently assigned to this school; 97.9% of core classes are taught by “highly qualified teachers” (NCLB/SED definition); 53.1% of our teachers have taught 5 years or more; 75.3% have taught more than two years in this school.

KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS

Interview data (from classroom teachers and principals) indicate that professional development opportunities regarding curriculum, instruction, and monitoring progress for ELLs are being offered by the districts, however, they are not reaching a large audience. Many teachers interviewed did not believe such professional development was available to them. A number of district administrators interviewed mentioned the presence of QTEL (Quality Teaching for English Learners) training, but few classroom teachers seemed aware of this program. Although city, district and some school-based policies (e.g., Language Allocation Policy) and plans for ELL instruction do exist, rarely were they effectively communicated to teachers through professional development and other avenues.

Please respond to the following questions for Key Finding 4:

4.1 Our administrative team met with our current ELL teacher to assess whether Finding 4 was relevant to our school’s educational plan. The committee reviewed our CEP, Quality Review, and evaluated school data to take a close look at the professional development that we provide to our staff for serving our English Language Learners. It was determined that the Curriculum Audit findings were not relevant to our school’s educational program.

4.2 Not Applicable

4.3 At PS 321, we provide our staff with ongoing professional development in literacy. All of our teachers meet twice a month for professional development sessions on a wide range of topics including training in supports for student who are struggling with reading and writing. In addition, grade teams meet every other week to plan instruction and to look at student work. Throughout each school year, we provide our classroom and intervention teachers with specific strategies for meeting the needs of our English Language Learners. Based on studying research in how English Language Learners learn (such as writings by Pauline Gibbons), we are convinced that teachers who are expert in providing literacy instruction, particularly to students who struggle learning to read, are well equipped to teach ELL students effectively.

KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION

Data from district and teacher interviews indicate that there is very little specific monitoring of ELLs' academic progress or English language development. Testing data, where they do exist (for example, the NYSESLAT yearly scores) either are not reported to all teachers involved in instructing ELLs or are not provided in a timely manner useful for informing instruction. If and when testing data are provided, the data are not disaggregated by proficiency level of ELL student, students' time in the United States, or type of program in which the ELL is enrolled (i.e., ESL, TBE, Dual Language, or general education).

Please respond to the following questions for Key Finding 5:

The administrative team assessed whether Finding 5 was relevant to our school's educational plan. The team reviewed our CEP, Quality review, and evaluated school data to take a close look at how data is used and shared relating to the academic progress and language development of our English Language Learners. It was determined that the Curriculum Audit findings were not relevant to our school's educational program.

5.2 Not Applicable

“Comprehensive use of assessment and monitoring procedures make sure that the school knows about the progress and achievement of all its students.” This was stated in our 2008 Quality Review. Additionally, the Quality Review concluded that our school “has in place a well-developed system of data collection and analysis, which enables staff to have a very clear view of the performance of individual students, classes, and grades.” Our teachers keep assessment binders and administer a wide range of assessments, including running records. We use both commercially produced and school generated assessments. Each year, we collect class-by-class tracking sheets and enter student data into our computerized recording system. This helps us to identify students who need support and assists us in developing targeted intervention services. According to the Quality Review, “Data is used effectively to track the performance of English Language Learners.” Each year our teachers complete detailed placement forms designed to help each student transition to the next grade. These forms help our teachers to communicate regarding the academic progress and language development of our English Language Learners. Special tracking sheets are completed by our ESL teacher and this information is shared with classroom and intervention teachers.

KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION

While the DOE and individual schools have made a substantial investment in professional development for special and general education teachers, classroom observations, IEP reviews, and interviews indicate that many general education teachers, special education teachers, and school administrators do not yet have sufficient understanding of or capacity to fully implement the range and types of instructional

approaches that will help to increase access to the general education curriculum and improve student performance. Further, many general education teachers remain unfamiliar with the content of the IEPs of their students with disabilities, have a lack of familiarity with accommodations and modifications that would help support the students with disabilities in their classrooms, and are not knowledgeable regarding behavioral support plans for these students.

Please respond to the following questions for Key Finding 6:

Professional Development – Special Education

6.1

The administrative team assessed whether Finding 6 was relevant to our school’s educational plan. The committee reviewed our CEP and our Quality Review, and evaluated school data to look at the professional development that we provide our staff for supporting them in serving our students with disabilities. We looked closely at teacher surveys from Spring 08 as well as at notes from small group professional development sessions. It was determined that the Curriculum Audit findings were not relevant to our school’s educational program.

6.2 Not Applicable

6.3

As stated in the Quality Review, “The wide ranging and targeted professional development is used very well to improve whole school performance.” “Activities are often differentiated to make sure staff receives training according to their needs.” Our school has an SBO that provides us with two school-wide sessions of professional development each month. In these sessions, we address strategies for working with students with special needs. Specific programs that our teachers are working with are Wilson, Rewards, and Schools Attuned. Our inclusion and CTT teachers meet one period every other week during the school day for professional development and grade team meetings. Once a month teachers that service students with IEPs meet to study specific strategies for meeting the needs of their students.

KEY FINDING 7: INDIVIDUALIZED EDUCATION PROGRAMS (IEPS FOR STUDENTS WITH DISABILITIES)

Although IEPs clearly specify testing accommodations and/or modifications for students with disabilities, they do *not* consistently specify accommodations and/or modifications for the *classroom environment* (including instruction). Further, there appears to be lack of alignment between the goals, objectives, and modified promotion criteria that are included in student IEPs and the content on which these students are assessed on grade-level state tests. Finally, IEPs do not regularly include behavioral plans—including behavioral goals and objectives—even for students with documented behavioral issues and concerns.

Please respond to the following questions for Key Finding 7:

7.1

Our administrative team assessed whether Finding 7 was relevant to our school's educational plan. The committee reviewed our IEPS and our Quality Review, and evaluated school data to take a close look at the accommodations and/or modifications for the classroom environment (including instruction) that we provide for our students with disabilities. It was determined that in fact our classroom teachers do address the issues that the audit determined are lacks in IEPS as well as they can given that the idea of children with IEPS having to take state tests on their chronological grade level is a questionable practice required unfortunately by federal law.

7.2 Not Applicable

7.3

In reviewing our IEPs, we felt that they did address many of the issues that the audit found. For example, when relevant they do include behavioral goals. Some of our IEPs address modifying the instructional program and the classroom environment for our special needs children, but whether or not the IEP includes this, our teachers do modify the curriculum. Our Quality Review states, "The school's use of differentiated approaches to learning ensures that students make very good progress." Teachers spend a great deal of their professional development and planning time working on ways to differentiate curriculum to meet the needs of all students, including those with IEPs. The IEP is an important starting point but can't possibly include all the details that a classroom teacher will address. However, as we have our annual reviews, we will look carefully at how we are writing them and will make sure that our special needs teachers attend training in writing IEPS. As far as the issue of aligning to tests, in some ways we agree that they are not aligned and can't fully be since a child performing on a second grade level in fifth grade can't really be expected to have goals that align with a fifth grade test. However, on another level they are aligned. Much research (such as Richard Allington) suggests that the only way that children improve in reading is reading at their level. Therefore, any goals that have a child working on their appropriate level regardless of the tests will ultimately help the child in taking the test. This is a very complex matter, and we would venture to say that based on research, aligning goals to the state test if they do not align to where the child is developmentally will NOT have a positive impact on the child's performance on the state test.

This appendix will not be required for 2009-10.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09 programs funded with Contract for Excellence 09 (HS) dollars in 2009-10, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY10 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2009-10)

APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

All schools must complete this appendix.

Directions:

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)
2. Please describe the services you are planning to provide to the STH population.

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year). 0 (According to data provided by families and agencies, we do not have any students in temporary housing this year.)
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds. NA
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in the borough Integrated Service Center (ISC) or Children First Network. NA