



**P.S. 321**

**2010-2011**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**SCHOOL: 15K321**

**ADDRESS: 180 SEVENTH AVENUE, BROOKLYN, NY 11215**

**TELEPHONE: 718-499-2412**

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**TABLE OF CONTENTS**

**SECTION I: SCHOOL INFORMATION PAGE.....3**

**SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE.....4**

**SECTION III: SCHOOL PROFILE.....5**

**PART A: NARRATIVE DESCRIPTION.....5**

**PART B: CEP SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT (SDAS).....6**

**SECTION IV: NEEDS ASSESSMENT.....10**

**SECTION V: ANNUAL SCHOOL GOALS.....11**

**SECTION VI: ACTION PLAN.....12**

**REQUIRED APPENDICES TO THE CEP FOR 2010-2011.....13**

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM.....14**

**APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs).....16**

**APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION.....18**

**APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS.....19**

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT,  
CORRECTIVE ACTION, AND RESTRUCTURING.....25**

**APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURRE).....26**

**APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH).....27**

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES.....28**

**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** P.S. 321      **SCHOOL NAME:** William Penn

**SCHOOL ADDRESS:** 180 Seventh Avenue, Brooklyn, NY 11215

**SCHOOL TELEPHONE:** 718-499-2412      **FAX:** 718-965-9605

**SCHOOL CONTACT PERSON:** Elizabeth Phillips      **EMAIL ADDRESS:** [Lphilli@schools.nyc.gov](mailto:Lphilli@schools.nyc.gov)

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Elizabeth Phillips

**PRINCIPAL:** Elizabeth Phillips

**UFT CHAPTER LEADER:** Brenda Long- Fladger

**PARENTS' ASSOCIATION PRESIDENT:** Patricia Intrator

**STUDENT REPRESENTATIVE:**  
*(Required for high schools)* \_\_\_\_\_

**DISTRICT AND NETWORK INFORMATION**

**DISTRICT:** 15      **CHILDREN FIRST NETWORK (CFN):** 102

**NETWORK LEADER:** Joseph Cassidy/Alison Sheehan

**SUPERINTENDENT:** Anita Skop

## **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 member 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/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>). *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	
Patricia Intrator	*PA/PTA President or Designated Co-President	
John Allgood	Member/Teachers	
Priya Gebo	Member/Teachers	
Jaclyn Rosenberg	Member/Teachers	
Ilana Friedman	Member/Teachers	
Joanna Cohen	Member/Teachers	
Beth Handman	Member/Assistant Principals	
Nell Mermin	Member/Parents	
Guillaume de Tournemire	Member/Parents	
Karen Elam	Member/Parents	
Abby Subak	Member/Parents	
Leslie Platt Zolov	Member/Parents	
Heather Johnson	Member/Parents	
Alexandra Jurenko	Member/Special Education Parents	

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

\* Core (mandatory) SLT members.

## **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.

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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 seventeen 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.

### **Part B. School Demographics and Accountability Snapshot (SDAS)**

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**I have tried to download and attach the pre-populated version and I am unable to. I would be happy to FAX it to someone—or else clearly it is available on the school portal.**

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## 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/Teacher 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 your school's 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 most recent (09-10) progress report, in ELA, 85.3% of our students scored a 3 or 4. According to the measures used for the progress report, 79% of our students made a year of progress. Note that we do not believe that this is necessarily an accurate measure of progress, as among high performing students (a median student proficiency level of 3.54 in ELA) 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, 86.9% of our students scored 3 or 4 on the state test, with a median proficiency level of 4.00. Although again we do question the validity of the progress measure, according to the measures used by the progress report, 78% made a year of progress.
- 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 78% 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 and on our own assessments that our special needs students are making significant progress. For example, in the 09-10 Progress Report we received “extra credit” for “Exemplary Proficiency Gains” among our CTT students in ELA and Math; among our SETSS students in ELA and Math; and among our Lowest Third Citywide in ELA and Math. We will continue to focus on this

priority. This year the progress of the children in our class of students who qualify for alternative assessments is particularly striking.

- 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. Last year we did effective cross-grade professional development in math, led by the math leaders, and we are continuing this focus with more of an emphasis on matching our math program to the common core standards. In the spring, all teachers participated in professional development in the new common core standards in math and worked on modifying our pacing calendars for the coming year to begin to meet these standards. A new model last year, where an experienced math teacher was the math teacher for 12 of our lowest performing 5<sup>th</sup> graders was very successful based on multiple measures, including in-class tests, the grade-wide end of year assessment and the fact that ALL of these students met the promotional criteria for grade 5. 11 of these 12 students scored a 3 or 4 in math. We feel that the common core standards will be particularly helpful as we work to make sure our high performing math students are sufficiently challenged.
- 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. The data in our 2009-10 Learning Environment Survey shows that 94% of the parents who completed our LES either strongly agree (55%) or agree (39%) that “The school has high expectations for my child.” 95% are either very satisfied (66%) or satisfied (29%) with the education their child received. 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.”
- One of the focuses of our professional development this year will be the Common Core Standards, and in math in particular, we are raising the expectations on each grade—which we agree makes sense. Because we have already had school-wide professional development on the math common core standards, we feel we are in a good position to move toward meeting those standards. In analyzing the ELA standards, we feel that in most grades our curriculum aligns with the standards and that we will not have to make major modifications. We are, however, using the common core

standards in both reading and writing to strengthen our curriculum and our consistency across grades. We are looking closely at the common core standards in Kindergarten, particular the phonics standards. One of the dilemmas for us in analyzing the standards is that our children DO meet the end of first grade common core standards based on our current kindergarten and first grade curriculum. However, we don't believe that the majority of our kindergarteners will necessarily meet the phonics standards by the end of kindergarten without a shift in the curriculum. Since they do not have trouble meeting end of first grade standards we are hesitant to modify the Kindergarten curriculum too much, as we believe strongly that hands-on, developmentally appropriate kindergarten practices are what children need, not only to be happy and healthy in school, but ultimately to excel academically. What we are committed to is gaining more consistency on the grade in terms of the phonics and word study work we do. To that end, we have agreed to use Foundations, a Wilson-based program we use in 1<sup>st</sup> and 2<sup>nd</sup> grade, in Kindergarten too. 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. Consistency on the grade in terms of rubrics and feedback continues to be a priority area for us to do more work in. Related to this, we are putting a renewed emphasis on vertical planning to make sure that we do not repeat lessons from grade. Last year, we had intervisitations where the grade above visited the grade below in the spring to see what was happening at writers' workshop. We also had cross grade professional development sessions where we analyzed lessons and rubrics for personal narrative writing. We have found this approach to be very productive and it has informed the ways in which we have revised our reading and writing pacing calendars for the coming year. We plan to continue this vertical planning focus, and, for example, on Election Day cross grade teams will meet about informational writing linked to the Common Core Standards.
- Teacher developed assessments and our DYIO (Design Your Own Interim Assessment) in math are good ways of measuring progress in mathematics. Two years ago 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 used the results of these projects to shape our math instruction. This year our math inquiry projects focused on our highest performing math students, and the results led to development of challenge curriculum for students on several grades that were shared across the grade.
- We do have a small percentage of students—depending on the measure between 8-15% 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. Last year our intervention team revised their tracking sheet so

that teachers get better information from the beginning of the year. In addition, one of our Inquiry Teams (The Longitudinal Studies Team) developed an Inquiry form to gather data on students who are puzzling learners for a variety of reasons. Each classroom teacher completed a form for three of their children, and these, along with other material on the students, will serve as a baseline data as we do longitudinal studies over several years on some of these students. Based on an analysis of the data we collected, that occurred in the summer and fall, we identified writing as an area that our struggling students needed more support in. This inquiry team is focusing on developing interventions in writing for these target students this year, and the 7 person team has expanded to 12 people.

- 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. This year we also instituted a consistent spelling/word study program in 4<sup>th</sup> grade, along with a consistent approach to teaching paragraphing. For the coming year, we will focus on gaining more consistency in third and fifth grade in spelling and grammar, and we believe that the common core standards may help us in this. This past year we had teachers in grades 2-5 give three “on-demand” writing assignments and these have helped inform our spelling and grammar instruction. The final on-demand writing assignment will be passed on to next year’s teacher to inform work at the beginning of the year. And, we are introducing the Foundations program to our Kindergarten students for the first time this year.
- 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 09-10 Learning Environment Survey, 98% of parents either strongly agreed (70%) or agreed (28%) that they felt welcome in school. 95% (60% strongly agreed; 35% agree) believe that “My child’s school makes it easy for parents to attend meetings...” .95% (57% strongly agree; 38% agree) of parents believe that “The school clearly communicates its expectations for my child’s learning to me and my child.” We are very proud of our parent involvement and support, 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 09-10, 95% of parents report being either very satisfied or satisfied with the quality of their child’s teacher this 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; they also feel supported by the administration. In the teacher section of the Learning Environment Survey, 100% either strongly agree or agree that “teachers set high standards for student work.” 100% of teachers strongly agree (96%) or agree (4%) that “The principal has confidence in the expertise of the teachers.” 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. One of the results of this was a fifth grade service project where all fifth graders “gave back” two lunch periods a month

to do school service in projects such as “School Beautification,” “Kindergarten Lunch and Play Pals,” “Peer Mediators,” and “Student Council.” We are continuing and expanding this project this year.

- Looking at our statistics, one of the most striking is the increase in the size of our school. Our current total enrollment is 1398, compared with 1334 one year ago, 1297 in 08-09, 1276 in 07-08, and 1263 in 06-07. It helped us, in terms of space, to eliminate our prekindergarten program for this year. Because of budget cuts this year, and anticipated cuts next year, the increase in size, although it has resulted in higher class size, has allowed us to maintain funding for important programs.
- One of the most significant barriers to continued achievement is our reduced budget. For the 09-10 school year we were cut by \$468,000, and we felt the impact. Last year we had fewer paraprofessionals, less money for supplies, less per diem money, and less AIS services. However, because we had rolled over approximately \$220,000, we were able to offset the budget cut in a very significant way. For the 2010-11 school year, we were cut another \$450,000, and we had about \$120,000 rollover money. The only way we can absorb this level of cuts is to have larger class size (31 in fifth grade for example) and even fewer intervention teachers. We fear that this will have an impact on the academic performance of our students. We are not a Title I school and so do not get that extra money. However, because we are so large, even with a low percentage of children living in poverty, the absolute numbers are close to 200 children eligible for free or reduced lunch. At this point we have close to \$1 million less money in our budget than we did in the 08-09 school year.



## 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 2010-11 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, Persistently Lowest-Achieving (PLA), 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 be aligned to the school's annual goals described in this section.

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1. **GOAL:** By June 2011, 85% 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 DYO's 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. We will also begin implementing some of the common core standards in math, thus lifting the level of math instruction and expectations gradually in each grade. We will continue to have our math leaders work collaborative to do vertical planning in math; develop consistent end of year math assessments; share materials and strategies for differentiation in math; and move toward more consistent vocabulary in mathematics.
2. **GOAL:** By June 2011, 85% of students in grades K-5 will meet grade level benchmark in reading and writing as measured by the end-of-year TC assessments given in every grade in reading, and by analysis of on-demand writing samples in grades 2-5 and final published pieces in grades K-5. **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. We will also build on the work we have done helping children develop more independence in writers workshop and paying attention to gender differences in genre preferences in both reading and writing. Additionally, by building on the guidelines in the common core standards, we will move toward more consistency in how spelling, punctuation, and grammar are taught throughout the grades.
3. **GOAL:** By June 2011, 90% of students in grades K-5 will have had the opportunity to develop their creativity by participating in rich instruction in the visual arts, music, and the performing arts (dance or drama). **DESCRIPTION:** All classes will have arts instruction in specialty classes that focuses on the creative process, and “art for art's sake” in addition to some arts instruction that links to other subject areas such as social studies or reading and writing.
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. Teachers will explicitly teach lessons on respect and diversity; read books that support this initiative; and will help children learn how to work cooperatives. Teachers will use our Diversity Handbook as well as other resources, such as TRIBES and Resolving Conflict Creatively, to place a heavy emphasis on cooperative behavior and reducing bullying.

- 5 **GOAL** By June 2011, 82% 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. Our newly built school garden will be one of the ways in which we will education children about healthy eating.

**Directions:** **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 2010-11 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, PLA, 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

**Annual Goal**

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

**GOAL:** By June 2011, 85% 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. We will also begin implementing some of the common core standards in math, thus lifting the level of math instruction and expectations gradually in each grade. We will continue to have our math leaders work collaborative to do vertical planning in math; develop consistent end of year math assessments; share materials and strategies for differentiation in math; and move toward more consistent vocabulary in mathematics.

**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.**

- All teachers in grades 3-5 will administer, grade, and analyze the math DY0 periodic assessment.
- At least two teachers and one administrator will participate in the network based Math DY0 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 DY0 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, math vocabulary, and strategies from grade to grade; discuss the implications of the common core standards; revise math assessments; and facilitate communication and consistency on the grade and across grades. Math leaders were selected by their grade colleagues this May and June and are: K—Cathy Doetkott and Anna Lacina; 1—Melissa DiPinto and Keri Goldberg ; 2—Dana Rappaport; 3—Sara Greenfield; 4—Courtney Max; 5—Ronda Matthews.
- Classroom teachers will attend grade meetings on mathematics instruction that focus on the common core standards and using assessments to differentiate instruction.
- Professional development time in September will be devoted to looking at the June 2010 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 revising 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 10. 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.
- Fifth grade students most at risk in math will be taught in a small math class of 12-15 students that meets four days a week and is taught by an experienced math teacher, Patty Nock. Based on action research through an inquiry project in 08-09 and piloted in 09-10, this program was greatly successful and will be continued. 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.
- Curriculum that was developed through the inquiry groups on high performing math students will be shared across the grade and used to provide appropriate challenges to students who excel in mathematics.

	<ul style="list-style-type: none"> <li>• We will help 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.</li> <li>• 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 4<sup>th</sup> and 5<sup>th</sup> graders who are interested to participate in chess clubs at lunch time and after school.</li> <li>• 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.</li> <li>• 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 9, 2010</li> <li>• First grade teachers will revise and send home with students a math binder with a variety of 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. This binder was developed last year and will be revised to include more math challenges, based on professional development sessions from the 09-10 school year and an examination of the common core standards.</li> <li>• We will work with our math leaders to come up with some ways of creating excitement around math through special celebrations such as the 100<sup>th</sup> day of school celebrations and special math displays.</li> <li>• We will investigate ways of having older students help younger students with math, possibly as part of our fifth grade service corps.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <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 DYO come from DYO 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. This year per session money for common core standards planning will also support some of these activities</p>

<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• Teachers will meet in September to review end of year math assessments and plan for instruction.</li> <li>• Math leaders will meet approximately every 6 weeks to review progress based on feedback from teachers on their grade level.</li> <li>• In November and March, supervisors will analyze math grades on report cards and will expect that 75% of students in November and 82% of students in March will meet grade level benchmark based on teachers' assessments (end of unit assessments, observations)</li> <li>• During informal and formal observations, administrators will look at student work in math.</li> </ul>
<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><b><u>GOAL:</u> By June 2011, 85% of students in grades K-5 will meet grade level benchmark in reading and writing as measured by the end-of-year TC assessments given in every grade in reading, and by analysis of on-demand writing samples in grades 2-5 and final published pieces in grades K-5 . <u>DESCRIPTION:</u> 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 . We will also build on the work we have done helping children develop more independence in writers workshop and paying attention to gender differences in genre preferences in both reading and writing. Additionally, by building on the guidelines in the common core standards, we will move toward more consistency in how spelling, punctuation, and grammar are taught throughout the grades.</b></p>
<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><b>Describe your plan for meeting your goal, including staffing, scheduling, and funding.</b></p> <ul style="list-style-type: none"> <li>• Teachers will follow the Reading and Writing pacing calendars that were revised in May/June 2010 by teachers on the grade and administrators working together on planning days.</li> <li>• Classroom teachers in grades 1-5 will administer TC DY0 Literacy assessments three times a year (K, twice a year), hand in results to the principal, enter book levels on TC Pro, and use these assessments to guide instruction.</li> <li>• Teachers will be responsible for having conference notes from Readers and Writers Workshop that will be reviewed periodically at professional development sessions and will be used to guide instruction.</li> <li>• 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.</li> </ul>

- Professional development time where teachers from one grade visit the grade below during readers or writers workshop will be planned.
- We will use the common core standards to shape professional development and expectations in literacy.
- Assessment forms and rubrics 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 from Teachers College Reading and Writing Project. Some of the options being offered might 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,” and “Developing Independent Writing Cycle.”
- 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.
- 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.
- The Longitudinal Studies Inquiry Group will focus on struggling writers and will develop and try interventions for these students.
- Building on some of the work we did last year looking at gender differences in writing, we have included “open genre” cycles in writing in all grades, as we have found these to be very effective for male writers and for all writers.
- We will pilot the use of technology in writing in selected classes, for example giving children the opportunity to publish their work through podcasts. One of our fourth grade teachers who has taken on this work in a significant way, Katie Clements, will provide professional development in this for teachers.
- During three 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 teachers formed last year that might be continued or modified 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 2<sup>nd</sup> Grade and Developing a

<p><b>Subject/Area (where relevant):</b> <b>The Arts</b></p>	<p>Rubric to Understand the Continuum of Writing and How that Correlates to Grade Level Standards.</p> <ul style="list-style-type: none"> <li>Kindergarten teachers will, for the first time, implement a modified version of Foundations (phonic/spelling program).</li> </ul>	
<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>GOAL: By June 2011, 90% of students in grades K-5 will have had the opportunity to develop their creativity by participating in rich instruction in the visual arts, music, and the performing arts (art or drama).</b></p> <p><b>DESCRIPTION: All classes will have arts instruction in specialty classes that focuses on the creative process, and “art for art’s sake” in addition to some arts instruction that links to other subject areas such as social studies or reading and writing.</b></p> <p>We will expand the use of the LLI (Leveled Literacy Intervention program) in grades 1 and 2 with our struggling readers. This was piloted last year with great success by 3 teachers; this year we have trained an additional 2 teachers</p>	
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>All classes in grades K, 1, 2, 4, and 5 will music once a week for the year taught by a DOE music teacher (either Frank McGarry, Adam Lane, or Joe Phillips). Third grade classes will have a 1/2 year of weekly music classes taught by Adam Lane.</b></p> <ul style="list-style-type: none"> <li><b>All classes in grades PreK, K, 1 and 2 will have visual arts once a week taught by a DOE art teacher, either Nancy Lauro or Rebecca Roy. Grades 3, 4, and 5 will have a 1/2 week cycle of art in the art studio taught by teaching artist Robin Sulkes. One of the early childhood grades will have an additional cycle in the art studio with Robin.</b></li> <li><b>All kindergarten and 8 first grade classes will have a weekly dance class taught by DOE certified dance teacher Karen Berley. All classes in grades 2, 3, 4, and 5 will have an 8-10 week cycle of dance instruction taught by Roslyn Biskin or Karen Curlee dance teachers from Together in Dance.</b></li> <li><b>Five of our First Grade Classes will participate in a special 8 week dance cycle with dance we funded through the City Council.</b></li> <li><b>Fourth and fifth graders will have a 1/2 week cycle of drama taught by Freestyle Repertory Theatre.</b></li> <li><b>Classroom teachers in all grades will integrate the arts into their curriculum.</b></li> <li><b>Some of the ways this will happen include social studies based plays, poetry performances, visual arts linked to science or social studies, and choice time exploratory arts activities.</b></li> <li><b>Fourth and fifth graders will have the opportunity to participate in Chorus (taught by music teacher Adam Lane) or Band (taught by instructors from the Brooklyn Conservatory of Music) after school from October through May.</b></li> <li><b>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 and will also look at student writing, including notebooks, folders, and published pieces.</b></li> <li><b>Principal and APs will attend literacy PD sessions and will review them in Administrative Team Meetings.</b></li> <li><b>Classes will take trips to various art museums, including the Brooklyn Museum,</b></li> </ul>	

	<p><b>MOMA, and the Metropolitan Museum of Art.</b></p> <ul style="list-style-type: none"> <li>• <b>All fifth graders will have an opportunity to participate in two enrichment cycles where they select “elective” classes. Many of the classes offered will focus on the arts. (Previous offerings include digital photography; drama; sculpture; garage band; drawing; painting.)</b></li> <li>• <b>After school “Kids Club” which are mainly taught by parent volunteers will include some arts classes.</b></li> <li>• <b>Our Title III program will include enrichment classes that combine arts and literacy, such as a drama class.</b></li> <li>• <b>Selected classes will do artist studies with their buddy classes and will share their curriculum with colleagues to possibly be replicated.</b></li> <li>• <b>We will collect information on how classroom teachers are including the arts in the curriculum and will share this with all teachers with the goal of replicating best practices.</b></li> <li>• <b>We will have a school-wide celebration of the arts at some point in the year, the exact format of which we will develop in the fall in consultation with teachers.</b></li> <li>• <b>We will have a Family Art night on March 30 which will be coordinated by the arts teachers, arts leaders, and the AP in charge of the arts.</b></li> <li>• <b>We will identify Arts Leaders on each grade; the team of arts leaders will meet periodically to help implement many of the initiatives mentioned here.</b></li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Three of the full time teachers mentioned above will be paid through tax levy funding as clusters. An additional two will be paid by a grant from the PTA. Consultants from Freestyle, Together in Dance, and the Art Studio are paid for by the PTA. Classroom teachers and specialty teachers, most Tax Levy funded, some PTA funded, will teach 5<sup>th</sup> grade enrichments. Parent volunteers will teach “Kids Club” classes, and the after school coordinator is funded by the PTA. Our collaboration with the Brooklyn Conservatory of music for our band program is funded by a combination of Parent fees and PTA funding for scholarships and supplemental funding. Title III money will be used for some literacy/art afterschool classes. Art supplies will be funded mainly through the PTA with some funding through Tax Levy monies. Family Art night will be funded through the PTA; the school-wide art celebration will be during the school day and will be part of the curriculum.</p>

**Indicators of Interim Progress and/or Accomplishment**

*Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains*

- A comprehensive listing of the different arts activities that happen in and outside of the classroom will be compiled and distributed to staff mid-year.
- We will review the weekly schedule and the enrichment schedule.
- Students in selected grades will be asked to reflect in writing and/or surveys on their different art experiences.

**Subject/Area (where relevant):** Social Studies

**Annual Goal**

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

**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. Teachers will explicitly teach lessons on respect and diversity; read books that support this initiative; and will help children learn how to work cooperatives. Teachers will use our Diversity Handbook as well as other resources, such as TRIBES and Resolving Conflict Creatively, to place a heavy emphasis on cooperative behavior and reducing bullying.

**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 between September 23 and 29, 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.
- At least two of our Monday afternoon professional development sessions will focus on community building, respect, and diversity. We will take another look at the Diversity Handbook that was distributed in September 2009.
- During the 09-10 school year, the School Leadership Team instituted 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 4<sup>th</sup> and 5<sup>th</sup> graders. (All of this requires parental permission.) We will continue this initiative and

publicize it to get more children involved.

- 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.
- 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. We will invite a guest speaker, Lisa Friel Chief of the Sex Crimes office of the Manhattan District Attorney's Office to present to fifth graders one day and parents one evening.
- All second grade classes will have a weekly outside "Team Time" where teachers will explicitly teach children skills that they need to play cooperatively.
- 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 will include a full day training for 50 fourth and fifth graders. This will be led by guidance counselor Heather Hoover, social work interns, 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

	<p>them about the program.</p> <ul style="list-style-type: none"> <li>• Our parent diversity committee will organize a diversity family night, “Around the World in 80 minutes” to be held on April 13.</li> <li>• During the 09-10 school year, we developed new structures to allow a diverse group of students to take on leadership/service roles in the school. We will continue this initiative and try to strengthen it this year, paying closer attention to the supervision of the various service projects. 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. Some of the leadership opportunities for fifth graders include Peer Mediators, Student Council, Penny Harvest, the PS 321 Beautification Committee and the Kindergarten Lunch and Play Pals project.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <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><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• Formal and informal observations will illustrate positive interactions among staff and students.</li> <li>• Curriculum conference notes and teacher newsletters will include reference to community building activities and priorities.</li> <li>• Agendas from PD sessions</li> <li>• Feedback from teachers at grade level meetings</li> <li>• Feedback from parents at family events</li> <li>• Survey from fifth graders after preadolescent curriculum</li> <li>• Feedback in student council and other service corps projects.</li> </ul>

**Subject/Area (where relevant):** Science, Physical Education

<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and</i></p>	<p><b>GOAL:</b> By June 2011, 82% 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</p>
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<p><i>Time-bound.</i></p>	<p><b>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. Our newly built school garden will be one of the ways in which we will education children about healthy eating.</b></p>	
<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><b>Action Plan</b></p>	<p><b>Describe your plan for meeting your goal, including staffing, scheduling, and funding.</b></p> <ul style="list-style-type: none"> <li>• Our Green and Healthy Committee of staff and parents will meet regularly. 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.</li> <li>• A “School Garden” committee of parents and teachers, which is a subcommittee of “Green and Healthy,” will meet throughout the year to develop curriculum and coordinate planting and harvesting during this first year of our new school garden. Teachers on the committee include Patty Nock, Susie Farrell, Kim Moore, Anna Lacina, Adrienne Ward, and Karen Berley.</li> <li>• We will hold a “Harvest Day” on October 28 where food made from vegetables harvested in our school garden will be served in the lunchroom to raise awareness about healthy eating.</li> <li>• Kindergarten classes will take responsibility for caring for the tree pits in front of the school with assistance from parent volunteers. Kindergartners will plant bulbs in the fall and annuals in the spring.</li> <li>• First graders will study Prospect Park in a Park Study that is part of their social studies curriculum.</li> <li>• Fourth graders will monitor classroom recycling throughout the school.</li> <li>• Our school food partnership committee of staff, students, and representatives from School Food Services will meet monthly to improve school lunch offerings.</li> <li>• 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 20. AP Beth Handman and Science Teachers Susie Farrell and Patty Nock will be staff coordinators for this month working closely with parent leaders.</li> </ul>

	<ul style="list-style-type: none"> <li>• As a part of the “Fifth Grade Service Corps,” a group of students will help with lunchroom recycling.</li> <li>• 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.</li> <li>• On April 15, 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.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <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. The school garden is supported through grants and some PTA fundraising.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• Formal and informal observations, as well as parent newsletters, to look for evidence of “Green and Healthy” lessons and activities.</li> <li>• Attendance at “Green and Healthy” night.</li> <li>• Feedback from Student Council</li> <li>• Minutes of meetings</li> <li>• Money raised through the Walkathon</li> </ul>

## **REQUIRED APPENDICES TO THE CEP FOR 2010-2011**

**Directions:** All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

**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: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT FOR ALL SCHOOLS**

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

**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	20	N/A	N/A	10	1		
1	42	30	N/A	N/A	16	1		
2	48	24	N/A	N/A	14	1		
3	43	36	N/A	N/A	16			6
4	35	34	6	14	12			
5	32	31	10	12	10			
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)	<b>Description:</b> Provide a brief description of <b>each</b> 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.).
<b>ELA:</b>	<ul style="list-style-type: none"> <li>• Wilson Groups—small pull out during school day and after school</li> <li>• Guided Reading Groups—small groups both during school day and extended day</li> <li>• CTT classes provide small group literacy instruction delivered by the spec ed teacher to at risk students</li> <li>• Pull out/push in work with intervention teacher during the school day</li> <li>• Leveled Literacy Intervention small groups—during school day and after school</li> </ul>
<b>Mathematics:</b>	<ul style="list-style-type: none"> <li>• Small groups with an intervention teacher during the school day using Math Navigator, Strings, and other materials</li> <li>• Special math class of 13 for most at risk 5<sup>th</sup> graders</li> <li>• Small guided math groups—school day and extended day</li> <li>• In CTT classes at risk students receive small group math intervention daily</li> </ul>
<b>Science:</b>	<ul style="list-style-type: none"> <li>• Small groups during the school day</li> <li>• One on one tutoring</li> </ul>
<b>Social Studies:</b>	<ul style="list-style-type: none"> <li>• Small groups during the school day</li> <li>• Extended day small group instruction</li> <li>• One on one instruction during the school day</li> </ul>
<b>At-risk Services Provided by the Guidance Counselor:</b>	<ul style="list-style-type: none"> <li>• Small groups during the school day—different focuses for different groups</li> <li>• One on one during the school day</li> </ul>
<b>At-risk Services Provided by the School Psychologist:</b>	<ul style="list-style-type: none"> <li>• One on one during school day</li> </ul>
<b>At-risk Services Provided by the Social Worker:</b>	<b>NA</b>

**At-risk Health-related Services:**

Small group during school day

## **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 (2010-2011) Language Allocation Policy to this CEP.

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### **Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011**

**Directions:** In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school’s approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval.

- xxx** There will be no revisions to our school’s approved 2009-10 Title III program narrative and budget (described in this section) for  
 implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school’s approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school’s approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school’s 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections’ II and III below.

**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.

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**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.

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### **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 50 minutes before school. 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.
- **After-School Language Enrichment Program:** This literacy-focused program will run for 8 weeks, and groups will meet once a week for one hour. 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.
- **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.

- **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. 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**

<b>Allocation Amount:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>
<b>Professional salaries (schools must account for fringe benefits)</b> - Per session - Per diem	\$4992.24	<b>Payment for teachers leading Title III-funded groups (8 teachers x 1 hour of payment per week x \$49.89 for payment x 8 weeks=\$3192.96); 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)</b>
<b>Purchased services</b> - Outside vendors	\$4000	<b>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</b>

		fee is \$2000).
<b>Supplies and materials</b> <ul style="list-style-type: none"> <li>- Must be supplemental</li> <li>- Additional curricula, instructional materials</li> <li>- Must be clearly listed</li> </ul>	\$6008	<b>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 (\$300) + miscellaneous art/drawing supplies (\$500) + graphic novels (\$200) + miscellaneous teaching materials (\$300) + children's literature library for parent group (\$475) + adult books for parent book club (\$250)</b>
<b>Travel</b>	\$0	
<b>Other</b>	\$0	
<b>TOTAL</b>	\$15,000	

## **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.

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## **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 also rely on teacher reports of students with parents requiring translation services. Using both sources, PS 321 maintains 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.

- 12 ELLs have exclusively Spanish-speaking parents
- 3 ELLs have exclusively Arabic-speaking parents
- 14 ELLs (including 7 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

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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, guidance counselors, and paraprofessionals serve as translators at parent-teacher conferences, IEP 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>.

At the start of each school year, PS 321 sends home the Bill of Parent Rights and Responsibilities in each of the covered languages, making families aware of the translation services available to them, and their rights regarding translation services. In addition, signs are posted prominently indicating the availability of translation services at PS 321. Finally, PS 321's safety plan contains specific procedures for ensuring that all families, regardless of home language, are able to reach the school's administrative offices.

In addition, the information in Section VII of Chancellor's Regulations A-663 has been made available in the following places:

- PS 321 Parent Handbook (translated)
- PS 321 Staff Handbook (for teachers)

- New parent welcome letters (translated)
- At Spanish- and Arabic-speaking parents meetings

**APPENDIX 7: 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>

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**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). 1
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.

We are providing this student with a variety of services, some paid for with the set-aside funds and some funded in other ways. These services include: a counseling group; AIS academic services; books and materials to support the AIS services and the counseling.

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 your Children First Network.

We received \$5223 in Title I Targeted Assistance

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES**

*This appendix will not be required for 2010-2011.*

**Please Note:** Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 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 2010-11)**





**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	P.S. 321 William Penn					
<b>District:</b>	15	<b>DBN:</b>	15K321	<b>School</b>		331500010321

**DEMOGRAPHICS**

Grades Served:	Pre-K	v	3	v	7	11	
	K	v	4	v	8	12	
	1	v	5	v	9	Ungraded	v
	2	v	6		10		

<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	50	54	16		95.3	95.7	95.8
Kindergarten	236	217	243				
Grade 1	198	249	228	<b>Student Stability - % of Enrollment:</b>			
Grade 2	207	204	250	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	224	196	210		98.3	97.9	97.4
Grade 4	176	225	196				
Grade 5	200	164	216	<b>Poverty Rate - % of Enrollment:</b>			
Grade 6	0	0	0	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	0	0	0		11.4	14.0	12.7
Grade 8	0	0	0				
Grade 9	0	0	0	<b>Students in Temporary Housing - Total Number:</b>			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		0	2	2
Grade 12	0	0	0				
Ungraded	6	16	17	<b>Recent Immigrants - Total Number:</b>			
Total	1297	1325	1376	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					0	0	0

<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	31	29	27	Principal Suspensions	5	0	1
# in Collaborative Team Teaching (CTT) Classes	55	54	67	Superintendent Suspensions	2	0	4
Number all others	57	77	89				

*These students are included in the enrollment information above.*

<b>Special High School Programs - Total Number:</b>			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants	0	0	0
Early College HS Program Participants	0	0	0

<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				<b>Number of Staff - Includes all full-time staff:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	81	83	86
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	24	23	11
# receiving ESL services only	16	25	TBD				
# ELLs with IEPs	4	15	TBD	Number of Educational Paraprofessionals	8	8	16

*These students are included in the General and Special Education enrollment information above.*

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	98.8
				% more than 2 years teaching in this school	75.3	80.7	81.4
				% more than 5 years teaching anywhere	53.1	56.6	68.6
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	90.0	90.0	94.2
American Indian or Alaska Native	0.3	0.3	0.1	% core classes taught by "highly qualified" teachers	97.9	93.6	97.6
Black or African American	14.5	12.6	10.0				
Hispanic or Latino	12.5	10.2	11.4				
Asian or Native Hawaiian/Other Pacific	7.6	6.9	6.5				
White	63.8	66.9	68.0				
<b>Male</b>	52.3	50.5	50.7				
<b>Female</b>	47.7	49.5	49.3				

#### 2009-10 TITLE I STATUS

	Title I						
	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11

#### NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

<b>SURR School (Yes/No)</b>		If yes,					
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#### Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase			Category		
	In Good		v	Basic	Focused	Comprehensive
	Improvement Year 1					
	Improvement Year 2					
	Corrective Action (CA) – Year					
	Corrective Action (CA) – Year					
	Restructuring Year 1					
	Restructuring Year 2					
	Restructuring Advanced					

#### Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>		<u>Secondary Level</u>
ELA:	v	ELA:
Math:	v	Math:
Science:	v	Graduation Rate:

#### This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			
<b>Student Groups</b>	ELA	Math	Science	ELA	Math	Grad Rate**	Progress Target
<b>All Students</b>	v	v	v				
<b>Ethnicity</b>							

American Indian or Alaska Native	-	-	-				
Black or African American	v	v					
Hispanic or Latino	v	v	-				
Asian or Native Hawaiian/Other Pacific Islander	v	v	-				
White	v	v					
Multiracial							
Students with Disabilities	v	v	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	v	v	-				
<b>Student groups making</b>	<b>7</b>	<b>7</b>	<b>1</b>				

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2009-10</b>		<b>Quality Review Results – 2009-10</b>					
<b>Overall Letter Grade:</b>	A	<b>Overall Evaluation:</b>				NR	
<b>Overall Score:</b>	76.8	<b>Quality Statement Scores:</b>					
<b>Category Scores:</b>		Quality Statement 1: Gather Data					
School Environment:	10.6	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	14.1	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	44.3						
<i>(Comprises 60% of the</i>							
Additional Credit:	7.8						

<b>KEY: AYP STATUS</b>	<b>KEY: QUALITY REVIEW SCORE</b>
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
- = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

\* = 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.*

\*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

## Part I: School ELL Profile

### A. Language Allocation Policy Team Composition

Network Cluster <b>CFN 102</b>	District <b>15</b>	School Number <b>321</b>	School Name <b>William Penn</b>
Principal <b>Elizabeth Phillips</b>		Assistant Principal <b>Elizabeth Garraway</b>	
Coach <b>n/a</b>		Coach <b>n/a</b>	
Teacher/Subject Area <b>Joanna Cohen, ESL/AIS</b>		Guidance Counselor <b>Carlina Ramos</b>	
Teacher/Subject Area <b>Priya Gebo, 5<sup>th</sup> Grade</b>		Parent <b>Nell Mermin</b>	
Teacher/Subject Area <b>John Allgood, Kindergarten</b>		Parent Coordinator <b>Marge Raphaelson</b>	
Related Service Provider <b>Eila Masur, OT</b>		Other <b>Ryan Bourke (Principal Intern)</b>	
Network Leader <b>Joseph Cassidy/Alison Sheehan</b>		Other <b>Rob Catlin (Principal Intern)</b>	

### B. Teacher Qualifications

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

Number of Certified ESL Teachers	<b>2</b>	Number of Certified Bilingual Teachers	<b>1</b>	Number of Certified NLA/Foreign Language Teachers	
Number of Content Area Teachers with Bilingual Extensions		Number of Special Ed. Teachers with Bilingual Extensions	<b>1</b>	Number of Teachers of ELLs without ESL/Bilingual Certification	

### C. School Demographics

Total Number of Students in School	<b>1387</b>	Total Number of ELLs	<b>28</b>	ELLs as Share of Total Student Population (%)	<b>2.02%</b>
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## Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of 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 screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs;

description must also include any consultation/communication activities with parents in their native language.

5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

1. PS 321 identifies ELLs using the following steps:

A. Parents complete a Home Language Identification Survey (HLIS) when they register their child for school. Parents who speak Spanish complete the Spanish HLIS with assistance from our Spanish-speaking Guidance Counselor, Carlina Ramos. Parents who speak Arabic receive translation from our Arabic-speaking paraprofessional, Gamilla Guirguis, who has a great deal of experience working with Arabic-speaking families in our school. Both of these pedagogues are trained in student intake procedures. Parents who speak French received assistance from ESL Teacher and ELL Coordinator Joanna Cohen, who is also trained in student intake procedures. Parents who speak other languages also receive assistance from our ELL Coordinator, with translation assistance from the DOE Translation and Interpretation Unit in order to complete the HLIS.

B. 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.

C. Once students are identified as ELLs, the ESL teacher creates small instructional groups, based on students' language proficiency level. The ESL teacher also pushes in to classes where there are several ELLs.

D. 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.

E. 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.

2. 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 in their native language(s) 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. These forms are returned to Joanna Cohen, the ESL Teacher and ELL Coordinator. Ms. Cohen keeps one copy of the forms in her files, all of which are available for review at any time, and places one copy in the students' cumulative record card so that parent program choices travel with students from elementary school to middle school.

3. 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. The ESL teacher also sends these letters to families following the administration of the LAB-R. 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. As noted above, the ESL teacher follows up with families who do not return their Parent Surveys or Program Selection forms within one week of their receipt.

4, 5, 6. Because PS 321 has a relatively small number of ELLs 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. Therefore, PS 321 believes that the program model offered at our school (ESL) is currently aligned with parent requests.

## Part III: ELL Demographics

### A. ELL Programs

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

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>	1	1	1		1	1								5
<b>Push-In</b>		1	1	1										3
<b>Total</b>	1	2	2	1	1	1	0	0	0	0	0	0	0	8

**B. ELL Years of Service and Programs**

Number of ELLs by Subgroups					
All ELLs	28	Newcomers (ELLs receiving service 0-3 years)	20	Special Education	8
SIFE	0	ELLs receiving service 4-6 years	7	Long-Term (completed 6 years)	1

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

	ELLs by Subgroups									Total	
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education		
<b>TBE</b>											0
<b>Dual Language</b>											0
<b>ESL</b>	20			1		6			1		21
<b>Total</b>	20	0	0	1	0	6	0	0	1		21

Number of ELLs in a TBE program who are in alternate placement:

**C. Home Language Breakdown and ELL Programs**

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

**Transitional Bilingual Education**

**Number of ELLs by Grade in Each Language Group**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	<b>0</b>													

**Dual Language (ELLs/EPs)**

**K-8**

**Number of ELLs by Grade in Each Language Group**

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	<b>0</b>																			

**Dual Language (ELLs/EPs)**

**9-12**

**Number of ELLs by Grade in Each Language Group**

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	<b>0</b>									

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages):

Number of third language speakers:

Ethnic breakdown of EPs (Number):		
African-American:	Asian:	Hispanic/Latino:
Native American:	White (Non-Hispanic/Latino):	Other:

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish		1	2	1	3	1								8
Chinese														0
Russian			1											1
Bengali		1				1								2
Urdu														0
Arabic	1				1	1								3
Haitian														0
French	2	1	1											4
Korean														0
Punjabi														0
Polish			1											1
Albanian														0
Other	2	4		1		2								9
<b>TOTAL</b>	<b>5</b>	<b>7</b>	<b>5</b>	<b>2</b>	<b>4</b>	<b>5</b>	<b>0</b>	<b>28</b>						

## Part IV: ELL Programming

### A. 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.

1. ESL instruction at PS 321 is provided through both a pull-out and push-in model, and we plan to move more in the direction of a push-in model in the coming year. In general, we have grouped all of our ELLs on a particular grade level in one class per grade. This allows the ESL teacher to support the students in their classrooms. However, in cases where students are spread out across the grade in several classes (in Kindergarten, for instance), the ESL teacher pulls students out of class. In her pull-out groups, the ESL teacher makes sure that she is

building on what's happening in the classroom and delivering grade-appropriate instruction. In pull-out groups, students are grouped according to English proficiency level.

The literacy model used at PS 321 is the Teachers College Reading and Writing Project workshop model. As a result, the ESL teacher uses similar methodology in her pull-out groups. Students independently read a variety of genres at their reading level (which is regularly assessed using Fountas and Pinnell leveled assessments). In addition, big books are used for shared reading; leveled texts from the Fountas and Pinnell Leveled Literacy Intervention (LLI) curriculum are used for guided reading; and students participate in interactive and shared writing. Finally, Foundations is used for phonics instruction both in classrooms and in ESL pull-out groups.

2. As per CR Part 154, students at the Beginner and Intermediate levels receive 360 minutes of ESL instruction per week. Students at the Advanced level receive 180 minutes of ESL 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

Students who are at the Advanced level also receive 180+ minutes of ELA instruction per week. Each classroom at PS 321 typically devotes at least 90 minutes each day to reading and writing instruction, so Advanced ELLs receive much more than the mandated 180 minutes per week. The ELL Coordinator ensures that students are not always pulled out of class during their literacy block so that students receive adequate ELA instruction.

3. Content-area instruction is delivered using a Sheltered Instruction Observation Protocol (SIOP) model. This is an ESL-specific methodology that helps teachers provide high-quality content-area instruction to ELLs. The ESL teacher works with students in their classroom and ensures that content is comprehensible by using the following methods:

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

4. Our ESL teacher differentiates instruction for students depending on their language proficiency level and special education status as follows:

- PS 321 does not have any SIFE, so we currently do not have a plan for meeting their needs. The school has not had SIFE in many years, but will implement an instructional plan should a SIFE enroll in the school.
- 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 works closely with classroom teachers and intervention providers in order to meet the needs of Long-Term ELLs. Long-Term ELLs receive targeted intervention services, including small-group math instruction, small-group reading and writing instruction, and English language support from the ESL teacher. All of these services are aligned with the instructional methodology that takes place in the classroom. Progress is tracked regularly, with formal assessments given and performance data collected at least every 4 weeks. In addition, the ESL teacher provides resources to the classroom teacher, including leveled texts in a variety of genres and vocabulary-building activities, so that these students get extra support in the classroom.

- 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.

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

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
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
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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

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



### B. 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.
14. What language electives are offered to ELLs?

5. 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. Classroom and AIS teachers consult with the ESL teacher when designing intervention curricula for ELLs.

6. 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. Finally, per NYS regulations, these students are given the option to continue to have testing accommodations for two years after they reach English proficiency. Typically, the decision whether or not to have testing accommodations is made collaboratively by the students' parents, the student, the students' teacher, any intervention providers, and the ESL teacher.

7. In the coming school year, PS 321 will be 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) and English grammar curricula. We also plan to move toward a primarily push-in model of ESL instruction.

8. At the moment, we don't plan to discontinue any programs/services for ELLs.

## D. 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.

1. 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.

2. 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.

3. 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 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.

## E. 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?

1. 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. Recently, we instituted a special welcome breakfast for families of newly-arrived ELL students, during which we explain (with translation) parent involvement opportunities at PS 321 and answer any questions families may have.

2. PS 321 hosts regular meetings of a 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. These meetings are all held in parents' native languages and are very popular among families.

3. 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. Further, we hold an annual new-to-the-country parent breakfast where families learn about ways to get involved at PS 321 and are free to ask questions about services offered to families. The ESL teacher is also in regular contact with families, via e-mail, via phone, and during Parent-Teacher conferences. At these times, the ESL teacher works with parents to solve problems and make contacts in the community. Staff also address parents' needs at regular Spanish-speaking and Arabic-speaking parent meetings. The Parent Coordinator facilitates these meetings and connects with the appropriate staff to meet the needs of our ELL students' families.

4. Our ELL families want to feel part of the PS 321 community, and our parent involvement activities are designed so that they can learn about what's happening in their children's classrooms and can ask questions about how to best support their children's language learning at

home.

## Part V: Assessment Analysis

### A. Assessment Breakdown

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	9	10	11	12	TOTAL
Beginner(B)	4	5	4		2									15
Intermediate(I)			1			3								4
Advanced (A)	1	2		2	2	2								9
Total	5	7	5	2	4	5	0	0	0	0	0	0	0	28

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

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4			3						3
5	1		2		2				5
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4			1		2		2		5
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and				

**New York State Regents Exam**

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

**Native Language Tests**

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

**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 do 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.

1. 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

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.

4. Generally, students at PS 321 do not take tests in their native languages, unless they receive translation during the NYS Math or Science tests. When that occurs, students tend to fare better in their native language in their first two years in the United States, and then they fare just as well in English by year three. 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.

5. n/a

6. 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. [See above for state test data, and NYSESLAT modality reports.]

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.

### Additional Information

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

Paste additional information here

## Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
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	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		