



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



## **2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)**

**SCHOOL NAME:** PS 321/WILLIAM PENN SCHOOL

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

15K321

PRINCIPAL: ELIZABETH PHILLIPS

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SUPERINTENDENT: **ANITA SKOP**

## SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

### Directions:

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

Name	Position and Constituent Group Represented	Signature
Elizabeth Phillips	*Principal or Designee	
Alex Messer	*UFT Chapter Leader or Designee	
Ami Hassler	*PA/PTA President or Designated Co-President	
Ronda Matthews	Member/Staff—Upper Grades	
Mecca Culbert	Member/Staff—At Large	
Elissa Spencer	Member/Staff—Special Needs	
Rebecca Roy	Member/Staff—Out of Classroom	
Ryan Bourke	Member/Staff—Assistant Principals	
Bill Fulbrecht	Member/Staff—Lower Grades	
Amy Gropp Forbes	Member/Parents	
Lori Chajet	Member/Parents	
Olga Garcia-Kaplan	Member/Parents—Spec Needs	
Cary Sanchez-Leguelinel	Member/Parents	
Cindy Caplan	Member/Parents	
Jacqueline Hart	Member/Parents	
Tamar Renaud	Member/Parents	

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

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

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

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

### **WHICH SCHOOLS NEED TO COMPLETE THIS?**

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

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

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

### **HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?**

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

## ANNUAL GOAL #1 AND ACTION PLAN

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

### **Annual Goal #1**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

**Literacy—By June 2013, 80% of students in grades K-5 will meet grade level benchmark in reading and writing as measured by end of year Running Record Assessments given in every grade in reading and an analysis of writing produced through “on demand” assignments, CCS literacy tasks, and final published pieces.**

### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

Ongoing needs assessment at PS 321 includes discussion with teachers at grade meetings (that are built into the school day for one hour twice a month); one-on-one meetings with teachers; an end of year teacher reflection survey; feedback from parents in grade by grade parent meetings with the principal that are held in fall and spring; discussions in SLT meetings; analysis of the NYC School Survey; feedback at monthly Student Council meetings; and weekly cabinet meetings. In addition, included in grade meeting discussions were analysis of ELA test scores and of charts and graphs indicating running record progress with each grade and from grade to grade. Although our test scores overall are high, we know that we need to work hard to make sure that we maintain and improve the gains we have made in literacy.

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) staff and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.
- Teachers will follow reading and writing pacing calendars revised in May/June 2012 by teachers and administrators that were revised to align with the Common Core Standards.
- Classroom teachers in grades 1-5 will administer running records at least three times a year and submit results to administrators in November, March and June. Additional data for at-risk students will be submitted a fourth time in January.
- Teachers in grades 2-5 will be provided with IPADS and trained in using “Good Reader” and other assessment and conferring programs and we will pass on records electronically at the end of the year.
- All the classrooms in our minischool (6 2<sup>nd</sup> grade classrooms; 4 3<sup>rd</sup> grade classrooms; 2 science rooms) have been equipped with wall-mounted smart boards/projectors, and teachers will use these tools for literacy instruction.
- Book levels will be entered into a data system and AP and data specialist will develop charts and graphs and will present to teachers at grade meetings.
- Teachers in grades K, 1, and 2 will use the comprehensive Fountas and Pinnell literacy assessment that was purchased based on feedback from classroom teachers. In addition, we will purchase these materials for Kindergarten and begin introducing them in the second half of the year.

- Teachers will keep conference notes to be reviewed periodically at PD sessions and used to guide instruction.
- Classroom teachers will review on demand writing early in year at PD sessions grade by grade and later in the year looking at CCS and other tasks. Meetings will be structured using protocols and rubrics. We will look at work against the Teachers College Reading and Writing Project Continuums that are CCS aligned and have been developed for narrative, informational, and persuasive writing and reading.
- PD time will allow teachers to visit the grade below during readers or writers workshop.
- Although all of our literacy units are now CCS aligned, we will focus on two units where we will administer a common performance task across the grade, will look at the results of this task at grade meetings, and revise instruction for the rest of the year based on what we see in this assessment.
- Assessment forms and rubrics developed by individuals or teams of teachers will be shared across the grade and when appropriate with other grades.
- Through our "Meet the Writers" program, all students will meet with two children's book authors/illustrators during the school year. They will study the work of the author in advance and the visit will focus on reading/writing connections.
- All classroom teachers will participate in literacy PD provided by Teachers College Reading and Writing Project, including 19 staff development days on site and calendar days at TC. The majority of these days will include working with the CCS aligned continuums in reading and writing referred to above.
- The principal and the AP in charge of literacy will each attend monthly literacy PD at TC.
- Kindergarten, 1st, and 2nd grade teachers will implement the Foundations word study program. The program was adopted several years ago with buy in from teachers who were convinced by colleagues who had piloted the program. The expansion to Kindergarten came after much cross grade discussion.
- Grades 3 and 4, will implement the Sitton spelling program for the first time. This program was selected by the teachers after analysis last year with the idea that we needed a more consistent approach to spelling in these grades.
- Grade 5 will use the "Wordly Wise" word study/vocabulary program.
- Extended Day program will be customized so that children who need it will be part of an LLI (Leveled Literacy Intervention) group. In addition, there will be several LLI groups offered as AIS services during the school day. 8 LLI kits were purchased.
- Through upper grade/lower grade reading buddy classes, younger children will have an opportunity to learn from older students, and older students will have good reasons to practice fluency and to become stronger readers as they "teach" some of the comprehension strategies they have learned.
- Grade leaders will give their colleagues monthly reminders about the agreed on (by teachers and administrators at June planning days) curriculum and pacing.

#### **Strategies to increase parental involvement**

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

We are not a Title I school but have extremely high levels of parent involvement as evidenced by attendance (over 800 family members) at our monthly Family Fridays; our many family nights that attract over 500 children and family members each; frequent parent workshops; weekly Spanish Speaking Parents Group; "friendraising events" such as pot luck dinners; a family concert series that sells out; monthly teacher newsletters; an e-bulletin that goes out weekly to about 1000 family member; the principal's grade by grade parent meetings; and more.

**Budget and resources alignment**

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

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

Tax Levy     Title I     Title IIA     Title III     Grants     Other

If other is selected describe here:

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

Workshop teaching incorporates a collaborative approach with a strong emphasis on partner work and children learning to respect each other. We also use techniques developed by Educators for Social Responsibility and the Morningside Center. Two guidance counselors are an integral part of our school community and participate in our staff PD regularly. We have an F Status teacher here one day a week who provides one-on-one PD to teachers on meeting the needs of challenging children. Last year our teachers read *Lost at School* by Ross Greene and we are continuing to apply ideas from this book about working with challenging children. This year we have several inquiry groups focused on applying principals of UDL. One of the groups is focused on children with executive functioning issues and is currently combining observations of students, looking at student work, and studying a professional book together, *Smart but Scattered*.

## **ANNUAL GOAL #2 AND ACTION PLAN**

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

### **Annual Goal #2**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

**Math--By June 2013, 80% of students will meet end of year grade level benchmarks in math as measured by a combination of teacher developed assessments, TERC end of unit assessments, CCS tasks, grade-wide end-of-year math assessments, and state exams.**

### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

Ongoing needs assessment at PS 321 includes discussion with teachers at grade meetings (that are built into the school day for one hour twice a month); one-on-one meetings with teachers; an end of year teacher reflection survey; feedback from parents in grade by grade parent meetings with the principal that are held in fall and spring; discussions in SLT meetings; analysis of our School Survey; feedback at monthly Student Council meetings; and weekly cabinet meetings. Included in grade meeting discussions were analysis of math state scores. In addition, math leaders spent time analyzing performance; two parent math nights in the fall included time for feedback from parents. Although our test scores overall are high, we know that we need to work hard to make sure that we maintain the gains we have made in mathematics, particularly because of the increased demands of the CCS in math. We do anticipate that fewer children will meet standard in math this year although we are working hard to prepare the children for the increased expectations.

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) staff and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.
- All teachers will follow the math pacing calendar developed and revised by teachers and administrators in May/June 2012 and revised in the fall by math leaders. Note that because of the increased demands of the CCS, our pacing calendars have changed this year and all rely heavily on more challenging math units from Math in the City and Metamorphosis.
- We will work with Metamorphosis, a math staff development organization. 17 teachers attended summer workshops; 18 are participating in 4-day advanced learning communities throughout the school year working collaboratively with staff from other schools through Metamorphosis. In addition, a math staff developer from Metamorphosis will spend 9 days at the school working with 3 grades each day she is here. Much of this professional development in math will focus on differentiation within the classroom.

- As part of our Math PD, we will videotape some math lessons and watch each other's teaching.
- Working collaboratively with 3 other schools in our network, we applied for and received a DOE assessment grant and through this are designing assessments focused on place value that we are piloting in selected classes. One of our teachers serves on the design team and will be sharing best practices from this team with other teachers at PS 321.
- The principal and the assistant principal in charge of math participate in an administrator's professional development group through Metamorphosis that includes administrators from 10-15 schools.
- Math leaders on each grade will meet monthly to clarify expectations, math vocabulary and strategies grade by grade; discuss the implications of the CCS; revise math assessments; and facilitate communication and consistency within a grade and across grades.
- PD sessions in September/October will focus on looking at math assessments grade by grade.
- Fifth graders who need more support in math will be taught in smaller groupings--the neediest group will have a class size of 12; the next one a class size of 20 (as compared to 33 in a class for the grade).
- For the first year, we are experimenting with a small math group for our neediest 4<sup>th</sup> graders, taught by an outstanding teacher 5 days a week. This is based on the success of the 5<sup>th</sup> grade plan noted above.
- Based on the needs of students in their classes, selected third, fourth and fifth grade teachers will provide small group math instruction during extended day.
- Teachers will share material developed to challenge high performing math students.
- Teachers in grades 2-5 will be provided with IPADS and trained in using these devices for assessment and conferring programs in mathematics.
- All the classrooms in our minischool (6 2<sup>nd</sup> grade classrooms; 4 3<sup>rd</sup> grade classrooms; 2 science rooms) have been equipped with wall-mounted smart boards/projectors, and teachers will use these tools for math instruction.
- Math leaders will hold fall parent nights to share math strategies--one for lower grades and one for upper grades.
- We will hold PD sessions on math assessment and on using the results to inform instruction.
- We will offer in-school chess classes to all second and third graders to give students the opportunity to develop another kind of math thinking. 4<sup>th</sup> and 5<sup>th</sup> graders will be able to participate in lunch time and after school chess clubs.
- First grade teachers will send home a math binder with a variety of games and game pieces. The binder includes information on a continuum of strategies for addition and subtraction. The binder, in its third year, has been revised to differentiate work to meet the needs of a wide range of students.
- We will offer before school "multiplication clubs" for students in 4<sup>th</sup> and 5<sup>th</sup> grade who have not yet mastered multiplication facts.
- We will offer a "Math Olympiad" after school kids club for 5<sup>th</sup> graders who are interested in being challenged in math.
- We will offer a LEGO robotics team for 5<sup>th</sup> graders that will compete in borough wide competitions. (Note that on 1/12, the PS 321 LEGO robotics team came in second place in a competition that included 48 schools, including middle schools. The team therefore moves onto the citywide competition.
- We will offer after school LEGO clubs to K-1 students.
- We will offer afterschool programming club to 4<sup>th</sup> and 5<sup>th</sup> grade students.
- Although all of our math units are CCS aligned, we will target two units per grade to use common assessments across the grade and will spend grade meeting time analyzing these assessments to both assess individuals and determine how we need to modify instruction moving forward.

**Strategies to increase parental involvement**

- Cite the strategies and activities in your school’s Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

We are not a Title I school but have extremely high levels of parent involvement as evidenced by attendance (over 800 family members) at our monthly Family Fridays; our many family nights that attract over 500 children and family members each; frequent parent workshops; weekly Spanish Speaking Parents Group; “friendraising events” such as pot luck dinners; a family concert series that sells out; monthly teacher newsletters; an e-bulletin that goes out weekly to about 1000 family member; the principal’s grade by grade parent meetings; two math parent nights this fall, and more.

**Budget and resources alignment**

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

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

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

If other is selected describe here:

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY’13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).  
Workshop teaching incorporates a collaborative approach with a strong emphasis on partner work and children learning to respect each other. We also use techniques developed by Educators for Social Responsibility and the Morningside Center. Two guidance counselors are an integral part of our school community and participate in our staff PD regularly. We have an F Status teacher here one day a week who provides one-on-one PD to teachers on meeting the needs of challenging children. We purchased *Lost at School* by Ross Greene for the staff and are studying it during PD sessions.

### **ANNUAL GOAL #3 AND ACTION PLAN**

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

#### **Annual Goal #3**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

**Arts--By June 2013, 95% 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.**

#### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

Ongoing needs assessment at PS 321 includes discussion with teachers at grade meetings (that built into the school day for one hour twice a month); one-on-one meetings with teachers; an end of year teacher reflection survey; feedback from parents in grade by grade parent meetings with the principal that are held in fall and spring; discussions in SLT meetings; analysis of our School Survey; feedback at monthly Student Council meetings; and weekly cabinet meetings. The arts have been a strong focus of discussion in the SLT for the past three years, and based on feedback from parent, student, and teacher constituents, we have renewed our commitment to the arts.

#### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) staff and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.
- All children in grades K, 1, 2, 4, and 5 will be taught music once a week for the year
- 3rd graders will have music once a week for 1/2 the year.
- All classes in grades K-2 will have visual arts once a week taught by a DOE art teacher.
- Grades 3, 4, and 5 will have a 12 week cycle of art taught by a teaching artist.
- All of the Kindergarten and 6 of the first grades will have a weekly dance class taught by a DOE certified dance teacher.
- All classes in grades 2, 3, 4, and 5 will have an 8-10 week cycle of dance or musical theater taught through collaboration with Together in Dance.
- All fourth graders will have a 9 week cycle of drama taught by Freestyle Repertory Theater.
- Classroom teachers in all grades will integrate the arts into their curriculum and give students many opportunities to use the visual arts to express themselves.
- 4th and 5th graders will have the opportunity to participate in after school Chorus.
- 4th and 5th graders will have an opportunity to participate in after school Band taught in collaboration with the Brooklyn Conservatory of

Music.

- 4th and 5th graders will have the opportunity to participate in PAC, the Performing Arts Company, a musical theater group taught by Together in Dance.
- Classes will take trips to art museums, including the Brooklyn Museum, the Museum of Modern Art, and the Metropolitan Museum.
- All 5th graders will participate in two enrichment cycles where they select "elective" classes. Many of the classes offered with focus on the arts. (Previous offerings include digital photography, drama, sculpture, garage band, drawing, painting.)
- Selected classes will do artists studies with their buddy classes.
- At least two grades will meet illustrators through our meet the Writers Program.
- We held a comprehensive Family Arts Night on December 12 that will included activities led by 2 music teachers, 3 art teachers, 3 dance teachers, 2 theater teachers, and several parent volunteers. We had over 500 people at this event.
- For the first time this year, all arts teachers (and all cluster teachers) developed year-long pacing calendars that have been shared with classroom teachers. This provides more opportunities for cross curricular work and collaboration among teachers.
- We will work with local organizations to find ways for students to display their performance and visual arts more publicly. Our chorus performed at Barnes and Nobles in the winter; 321 student artwork will be displayed at the local Starbucks.

**Strategies to increase parental involvement**

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

We are not a Title I school but have extremely high levels of parent involvement as evidenced by attendance (over 800 family members) at our monthly Family Fridays; our many family nights that attract over 500 children and family members each (including family arts night); frequent parent workshops; weekly Spanish Speaking Parents Group; "friendraising events" such as pot luck dinners; a family concert series that sells out; monthly teacher newsletters; an e-bulletin that goes out weekly to about 1000 family member; the principal's grade by grade parent meetings; two math parent nights this fall, and more.

**Service and program coordination**

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

**Budget and resources alignment**

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

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

Tax Levy     Title I     Title IIA     Title III     Grants     Other

If other is selected describe here:

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

Workshop teaching incorporates a collaborative approach with a strong emphasis on partner work and children learning to respect each other. We also use techniques developed by Educators for Social Responsibility and the Morningside Center. Two guidance counselors are an integral part of our school community and participate in our staff PD regularly. We have an F Status teacher here one day a week who provides one-on-one PD to teachers on meeting the needs of challenging children. We purchased *Lost at School* by Ross Greene for the staff and are studying it during PD sessions.

## **ANNUAL GOAL #4 AND ACTION PLAN**

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

### **Annual Goal #4**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

RESPECT INITIATIVE/Social Studies: Throughout the year, children, families, and teachers will interact with each other in respectful ways and will embrace our renewed emphasis on orderly conduct, on addressing teasing and bullying, and on our Diversity Initiative so that nothing interferes with all children being able to perform at high levels.

### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

Ongoing needs assessment at PS 321 includes discussion with teachers at grade meetings (that are built into the school day for one hour twice a month); one-on-one meetings with teachers; an end of year teacher reflection survey; feedback from parents in grade by grade parent meetings with the principal that are held in fall and spring; discussions in SLT meetings; analysis of Learning Environment Survey; feedback at monthly Student Council meetings; and weekly cabinet meetings. For the past few year, one of the top priorities of the SLT has been to make sure that we put activities and programs into effect that help our children learn how to work cooperatively, respect each other, stand up for what is right, and make sure that no child feels discriminated against. We began this work last year after and analysis of the LES and our end of year teacher reflections. We believe that we have made some substantial progress but still need to focus on this goal.

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) staff and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.
- For the second year in a row, we began the fall with a revised set of behavioral expectations to students, with particular emphasis on silence in the halls and respectful behavior at lunch/recess.
- Letters to families included these new behavioral expectations.
- We introduced the PS 321 Community Standards in each classroom in September; these consistent standards are printed on yellow paper and posted in every classroom. We also sent home a parent letter about this with a copy of the Community Standards.
- We revamped supervision procedures in the yard to make sure that children had assistance from adults and peer mediators in situations that have the potential to create conflicts, such a kickball and soccer. Related to this, we limited balls from home and the number of football and soccer games going on at a time. We also strengthened our "Mighty Milers" program so that there are more noncompetitive options for children in the yard.
- With the school increasing in size each year, we have made changes in dismissal procedures and traffic patterns to have a calmer, better supervised dismissal time.

- In curriculum conferences held in September, teachers met with parents in their class and highlighted the community building work they are doing, along with the other curricular areas.
- Our fourth grade drama enrichment focuses on community building and conflict resolution.
- Several inquiry projects are looking at children with behavioral challenges.
- Building on the work done last year with *Lost at School: Why Our Kids with Behavioral Challenges Are Falling Through the Cracks and How We Can Help Them* by Ross W. Greene , we have approximately 30 teachers participating in monthly PD with Andrea Rousso focused on helping our most challenging children succeed.
- We set aside two PD sessions to focus on challenging children and meet with service providers and out of classroom staff about these students.
- Our LEAP candidate started this year to publish a “Service Scoop” newsletter that lets the whole staff know about what is happening in related services and that includes tips that teachers can use in their classrooms.
- Our LEAP candidate has worked with the special needs parent rep on SLT to develop and facilitate a series of parent workshops. Although these were initially directed to parents of children with special needs, they are open to the whole parent community.
- We decreased the number of days our students can go out to lunch. This year 5<sup>th</sup> graders can go out 3 times a week and 4<sup>th</sup> graders 2 times. This gives all children a chance to socialize with a diverse group of children in the lunch room. It also makes for a calmer lunch time for those who do go out to lunch since there is never more than one grade out to lunch.
- 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 16 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. To reinforce this, we had a guest speaker present to the PTA on this subject in October.
- All second grade classes will have a weekly outside “Team Time” where teachers will explicitly teach children skills that they need to play cooperatively. In a PD session in December, second grade teachers will be introduced to some of the “Playworks” games to use at Team Time.
- 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 coordinate this work. .
- Classroom teachers will infuse the idea of respecting diversity into their social studies curriculum throughout the year, with support from Assistant Principal Beth Handman.
- Through our peer mediation program, 4<sup>th</sup> and 5<sup>th</sup> graders who are selected participate in a full day training and then are on duty in the yard 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.
- Our parent diversity committee has sponsored two parent workshops already and plans to sponsor a third. They have focused on teasing and bullying and talking to children about differences.
- In an effort to help teach our students how to be good citizens of the world and reach out to those in need, our students all participated in a “Read-a-thon for Hurricane Relief Efforts.” We raised over \$23,000 in this effort.
- The parent diversity committee started a book club this year, and the first discussion was around a chapter from *Nurture Shock*, “Why White Parents Don’t Talk About Race with Their Kids.”
- Our parent diversity committee will organize a diversity family night, “Around the World in 80 minutes” to be held on May 1.
- 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.

- We hired an expert staff developer, Andrea Rousso, to work F Status one day a week offering her expertise to help teachers figure out the best ways to reach challenging children. This program, called "Ask Andrea" is highly valued by the staff.

**Strategies to increase parental involvement**

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

We are not a Title I school but have extremely high levels of parent involvement as evidenced by attendance (over 800 family members) at our monthly Family Fridays; our many family nights that attract over 500 children and family members each (including Family Diversity Night); frequent parent workshops; weekly Spanish Speaking Parents Group; "friendraising events" such as pot luck dinners; a family concert series that sells out; monthly teacher newsletters; an e-bulletin that goes out weekly to about 1000 family member; the principal's grade by grade parent meetings; two math parent nights this fall; parent workshops; and more.

**Budget and resources alignment**

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

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

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

If other is selected describe here:

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

Workshop teaching incorporates a collaborative approach with a strong emphasis on partner work and children learning to respect each other. We also use techniques developed by Educators for Social Responsibility and the Morningside Center. Two guidance counselors are an integral part of our school community and participate in our staff PD regularly. We have an F Status teacher here one day a week who provides one-on-one PD to teachers on meeting the needs of challenging children.

## **ANNUAL GOAL #5 AND ACTION PLAN**

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

### **Annual Goal #5**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Green and Healthy (Science and Physical Education)--By June 2013, 87% 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.

### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

Ongoing needs assessment at PS 321 includes discussion with teachers at grade meetings (that are built into the school day for one hour twice a month); one-on-one meetings with teachers; an end of year teacher reflection survey; feedback from parents in grade by grade parent meetings with the principal that are held in fall and spring; discussions in SLT meetings; analysis of Learning Environment Survey; feedback at monthly Student Council meetings; and weekly cabinet meetings. This year and last, one of the top priorities of the SLT has been to make sure that children have a variety of opportunities for physical activity within the curriculum.

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) staff and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.
- Our Green and Healthy Committee of staff and parents will meet regularly. The principal and two science teachers (Susie Farrell and Patty Nock) will coordinate this work from the staff side and will work closely with parent leaders of the committee.
- A "School Garden" committee 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, Anna Lacina, and Karen Berley.
- We held a fall "Harvest Day" in October where food made from vegetables harvested in our school garden was served in the lunchroom to raise awareness about healthy eating. This was our most successful Harvest day yet partly because of the introduction of a "Bike Blender" in the back yard. Staff rode the bike that powered a blender that made Kale shakes that were given out to students. We will schedule another Harvest Day for the spring.
- 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.
- First graders will study Prospect Park in a Park Study that is part of their social studies curriculum.
- One of our science teachers, Patty Nock, is coordinating a school-wide recycling effort through "Teracycle."
- We are using the "alternative menu" from School Food Services and have a daily salad bar.

- Our Student Council is working to make sure that more children are aware of the healthy choices being offered in the lunch room.
- January has been designated “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 24. Science Teachers Susie Farrell and Patty Nock will be staff coordinators for this month working closely with parent leaders.
- We have revamped our physical education program this year, with a stronger emphasis on teaching children skills. In addition, they will be given instruction in ways to maintain lifelong health. Our two physical education teachers will work closely with AP Ryan Bourke to incorporate cooperative games into the program.
- We have strengthened our “Mighty Milers” program (affiliated with the Roadrunners club), which now has over 600 children participating in it. These children walk or run on our school track at lunch recess or grade recess. A consultant is coordinating this program.
- We have an after school running club also affiliated with Roadrunners.
- We added an early childhood science cluster program this year, and that teacher is helping to teach our Green and Healthy lessons.

**Strategies to increase parental involvement**

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

We are not a Title I school but have extremely high levels of parent involvement as evidenced by attendance (over 800 family members) at our monthly Family Fridays; our many family nights that attract over 500 children and family members each (including Family Diversity Night); frequent parent workshops; weekly Spanish Speaking Parents Group; “friendraising events” such as pot luck dinners; a family concert series that sells out; monthly teacher newsletters; an e-bulletin that goes out weekly to about 1000 family member; the principal’s grade by grade parent meetings; two math parent nights this fall; parent workshops; and more. Our Green and Healthy Committee is headed by parents, as is our Garden Committee. Parents and staff are working collaboratively on the movement subcommittee of the SLT.

**Budget and resources alignment**

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

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

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

If other is selected describe here:

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY’13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

Workshop teaching incorporates a collaborative approach with a strong emphasis on partner work and children learning to respect each other. We also use techniques developed by Educators for Social Responsibility and the Morningside Center. Two guidance counselors are an integral part of our school community and participate in our staff PD regularly. We have an F Status teacher here one day a week who provides one-on-one PD to teachers on meeting the needs of challenging children. We provide PD in movement activities and healthy living, and our 5<sup>th</sup> graders participate in a preadolescent curriculum that includes health

issues.

### ACADEMIC INTERVENTION SERVICES (AIS)

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

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	<ul style="list-style-type: none"> <li>• Guided Reading</li> <li>• Word Study</li> <li>• Vocabulary</li> <li>• Reading comprehension</li> </ul>	<ul style="list-style-type: none"> <li>• Small groups</li> <li>• One on one</li> </ul>	<ul style="list-style-type: none"> <li>• During the day during workshop teaching within the classroom</li> <li>• During the school day in pull out programs.</li> <li>• In extended day after school program</li> </ul>
Mathematics	<ul style="list-style-type: none"> <li>• Teacher developed differentiated practice materials.</li> <li>• Multiplication club for 4<sup>th</sup> and 5<sup>th</sup> graders</li> <li>• Modified curriculum</li> </ul>	<ul style="list-style-type: none"> <li>• Small groups</li> <li>• One on one</li> </ul>	<ul style="list-style-type: none"> <li>• During the day in smaller, differentiated math classes in grades 4 and 5</li> <li>• During the day within the classroom in grades K-3</li> <li>• At extended day</li> </ul>
Science	<ul style="list-style-type: none"> <li>• Modified curriculum</li> <li>• Hands on</li> </ul>	<ul style="list-style-type: none"> <li>• Small groups</li> <li>• One on one</li> </ul>	<ul style="list-style-type: none"> <li>• Mainly during the day</li> <li>• In selected cases after school.</li> </ul>
Social Studies	<ul style="list-style-type: none"> <li>• Guided Reading</li> <li>• Word Study</li> <li>• Vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• Small groups</li> <li>• One on one</li> </ul>	<ul style="list-style-type: none"> <li>• During the day during workshop teaching within the classroom</li> </ul>

	<ul style="list-style-type: none"> <li>• Reading comprehension</li> </ul>		<ul style="list-style-type: none"> <li>• During the school day in pull out programs.</li> <li>• In extended day after school program</li> </ul>
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<ul style="list-style-type: none"> <li>• Social Skills groups</li> <li>• Targeted counseling based on student's needs</li> </ul>	<ul style="list-style-type: none"> <li>• Small groups</li> <li>• One on one</li> </ul>	<ul style="list-style-type: none"> <li>• During the school day including during lunch time.</li> </ul>

### HIGHLY QUALIFIED TEACHERS (HQT)

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

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

When we advertise vacancies on open market, because of the reputation of the school, we generally get a very large number of applicants to select from. We also reach out to former student teachers who have been particularly effective, and our current teachers often recruit candidates they know.

One of the ways in which we retain highly qualified teachers is to offer many different leadership options, including grade leaders, math leader, participation in Teachers College Reading and Writing Project Leadership Groups, and participation in Metamorphosis math groups. By spending a lot of time on community building among staff and by maintaining a highly respectful atmosphere between teachers, administrators, and parents, we are a school that teachers want to come to and say in. It is significant that in our NYC School Survey 2011-12, 97% of parents were very satisfied (76%) or Satisfied (21%) with their child's teacher. And, in this survey, 100% of teachers strongly agreed (87%) or agreed (13%) that "School leaders place a high priority on the quality of teaching at my school." 100% also strongly agreed (89%) or agreed (11%) that "The principal at my school has confidence in the expertise of the teachers."

Our exemplary professional development is often cited as one of the reasons why teachers want to teach in this school. There is a focus on collegial professional development, and in the 2011-12 NYC School Survey, 99% of teachers strongly agreed (86%) or agreed (13%) that "Teachers in my school work together on teams to improve their instructional practice." We have collaborations with Teachers College Reading and Writing Project; Metamorphosis for Math PD; and also build an extra hour-long period for grade-based PD into the schedule for all teachers every other week. We have an SBO where we have two hour-long after school PD sessions each month. And, one of our APs meets weekly with new teachers, customizing their PD.



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

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
2011-12**

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 into the submission form. For additional information, hold your cursor over the [?](#).

## Part I: School ELL Profile

### A. School Information [?](#)

Cluster Leader/Network Leader <b>C Rello-Anselmi</b> <b>Alison Sheehan</b>	District <b>15</b>	Borough <b>Brooklyn</b>	School Number <b>321</b>
School Name <b>William Penn</b>			

### B. Language Allocation Policy Team Composition [?](#)

Principal <b>Elizabeth Phillips</b>	Assistant Principal <b>Elizabeth Garraway</b>
Coach <b>n/a</b>	Coach <b>n/a</b>
ESL Teacher <b>Joanna Cohen</b>	Guidance Counselor <b>Carlina Ramos</b>
Teacher/Subject Area <b>Elizabeth Ryan, 4<sup>th</sup> grade</b>	Parent <b>Lucy Rorech</b>
Teacher/Subject Area <b>Chantal Gregoire, K</b>	Parent Coordinator <b>Marge Raphaelson</b>
Related Service Provider <b>Blake Rose</b>	Other <b>Ryan Bourke, AP</b>
Network Leader <b>Alison Sheehan</b>	Other <b>Beth Handman, AP</b>

### C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	<b>2</b>	Number of certified bilingual teachers	<b>1</b>	Number of certified NLA/foreign language teachers	<b>1</b>
Number of content area teachers with bilingual extensions	<b>0</b>	Number of special education teachers with bilingual extensions	<b>1</b>	Number of teachers of ELLs without ESL/bilingual certification	<b>0</b>
Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>		

### D. School Demographics

Total number of students in school	<b>1406</b>	Total Number of ELLs	<b>24</b>	ELLs as share of total student population (%)	<b>1.71%</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:

- 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. Gamilla is assisted by Joanna Cohen, the ELL Coordinator and ESL teacher. All 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. These pedagogues also complete the informal oral interview prior to administering the HLIS. 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. When available, the HLIS is given to parents in their native languages.

- 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. Joanna Cohen, 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.

- 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.

- 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.

- 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. The ATS RLAT report is reviewed to determine in which subcategories -- Reading, Writing, Listening, or Speaking -- students need the most support.

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, or within one week of the LAB-R being hand-scored for newly admitted students. Copies of Entitlement and Non-Entitlement letters are kept in the ELL Coordinator's files. 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. Thus far, all of PS 321's ELL students have been placed in a Freestanding ESL program. The ELL Coordinator, Joanna Cohen, reviews all parent Program Selection forms and places students in their parents' first choice of programs. To this point, parents have always chosen Freestanding ESL as their first choice. Parents are informed of their child's program placement in the form of a letter in their native language.

5, 6. Over the last several years, 100% of PS 321 parents of ELL students have selected Freestanding ESL as their first program choice. Therefore, our program choices are completely 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

### This school offers (check all that apply):

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

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

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

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups			
All ELLs	24	Newcomers (ELLs)	21
Special Education	7		

Number of ELLs by Subgroups					
		receiving service 0-3 years)			
SIFE	0	ELLs receiving service 4-6 years	3	Long-Term (completed 6 years)	0

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	21	0	7	3		0				24
Total	21	0	7	3	0	0	0	0	0	24

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
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	
	EL	EP	EL	EP																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0

**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	
	EL L	EP																		
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Dual Language (ELLs/EPs)  
9-12**

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

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

**This Section for Dual Language Programs Only**

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: \_\_\_\_

Asian: \_\_\_\_

Hispanic/Latino:

Native American: \_\_\_\_

White (Non-Hispanic/Latino): \_\_\_\_

Other:

**Freestanding English as a Second Language**

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

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

## 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
Albanian														0
Other		3	1	1		1								6
<b>TOTAL</b>	<b>5</b>	<b>4</b>	<b>4</b>	<b>5</b>	<b>1</b>	<b>5</b>	<b>0</b>	<b>24</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 ensure that ELLs are appropriately evaluated in their native languages?
5. 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).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

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

## A. Programming and Scheduling Information

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; Fountas and Pinnell's Leveled Literacy Intervention program is used
- Explicit vocabulary instruction on key words and concepts
- Additional practice of foundational concepts
- Use of visuals to aid comprehension

4. Newcomers are evaluated in their native language through reading assessments, letter-sound identification assessments, and on-demand writing assessments, and grade-appropriate math assessments. When it is not possible to assess students in their native language (such as when students speak low-incidence languages like Norwegian), the ELL Coordinator asks families for assessment results and report cards from students' native countries. These are used in lieu of native language assessments to determine students' proficiency levels in their native languages.

5. 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, and is integrated into content learning.

## A. Programming and Scheduling Information

- 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.

6. The ESL teacher reviews IEPs for ELLs that are special education students and works with students' classroom teachers to provide appropriate support. In these cases, the ESL teacher helps teachers develop lesson plans that involve previewing vocabulary, repetition of important concepts, and multisensory instructional strategies (such as Orton-Gillingham-based strategies for learning to encode and decode high-frequency words). The ESL teacher encourages classroom teachers to embed language learning in content-specific instruction so that learning is more meaningful and intentional for students.

7. ELLs who are also students with disabilities (SWD) are always placed in the least restrictive environment. As often as possible, the ESL teacher will push in to classrooms where there are SWD so that these students receive support in their classrooms, rather than being pulled out. In these cases, the ESL teacher uses a combination of ESL methodology (the SIOP model described above) along with multisensory instruction designed for SWD.

### Courses Taught in Languages Other than English ⓘ

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

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

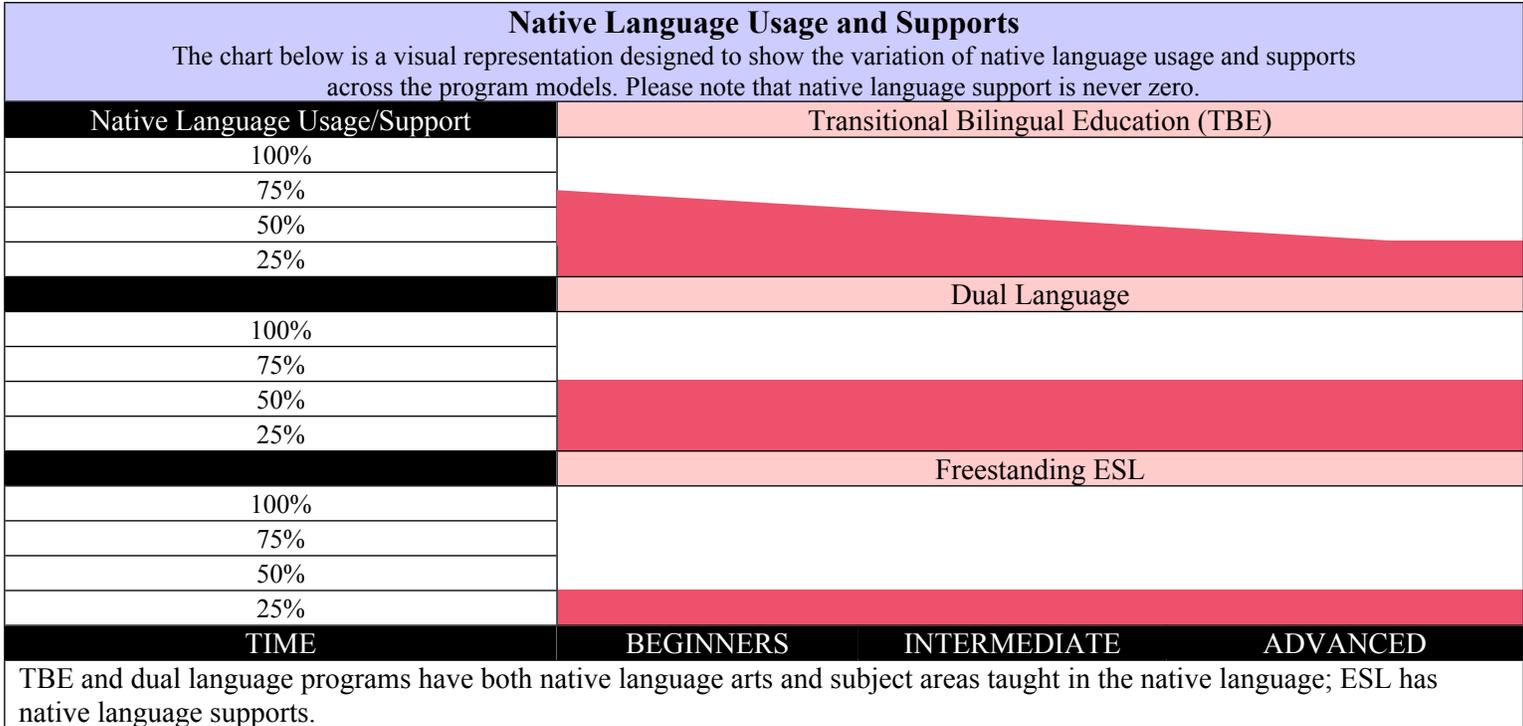
Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts				
Social Studies:				
Math:				
Science:				

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week

<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day
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<b>NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12</b>			
	<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



## B. Programming and Scheduling Information--Continued

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

8. 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.

9. 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 continue to have testing accommodations for two years after they reach English proficiency.

10. 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.

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

12. ELLs are afforded equal access to all school programs at PS 321. Because our ELL population is so small, students are well-integrated into their classrooms and participate in all school programs consistently. When we see ELL students underrepresented in a particular school program -- or when we believe a program would be particularly beneficial for ELLs -- we do targeted outreach to classroom teachers and families. When we speak to families, we communicate with them in their native language. In addition, ELLs participate in our Extended Day program. According to recent calculations, ELLs are represented in all school programs in the same percentage they are in the general student population. We do not offer special after-school or Saturday programs for ELLs. Our ELL register recently fell below 30, and we do not have Title III funding any longer to support these programs. Our ELL population is also so small, and spread across multiple grades that we aren't able to provide programs specific to ELLs. Instead, we ensure that ELLs are well represented in our Extended Day program, and our after-school kids' clubs.

13. Instructional materials used to support ELLs include:

- Native language-English dictionaries
- Online translation tools, such as Google Translate
- Leveled guided reading texts, and Leveled Literacy Intervention (LLI) guided reading curriculum
- Shared reading big books (fiction and non-fiction)
- Phonics curriculum (Foundations)

- Content-specific texts written at an appropriate language proficiency level
- Graphic organizers
- Writing planners

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

- Translation by school physical education teacher (who speaks Hebrew)
- Translation by school guidance counselor or assistant principal (who speak Spanish)
- Translation by school paraprofessional (who speaks Arabic)
- Translation by ESL teacher (who speaks French)
- Native language-English dictionaries
- Online translation tools
- Student-created materials (dictionaries, for instance)
- Parent-supplied texts (independent reading texts, for instance)

15. Materials and services correspond to students' ages and grade levels to the degree possible. When not possible (for instance, when Newcomers who are in 5th grade must read texts designed for very young students), the ESL teacher simply explains to the students that they will only be reading these texts for a short period of time and will soon be using more age-appropriate materials. In addition, as we move toward a push-in model of ESL instruction, services support and correspond to a greater degree to students' ages and grade levels. Finally, the ESL teacher meets regularly with classroom teachers of students in pull-out groups to ensure that instruction is grade- and age-appropriate.

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

17. We do not offer language electives at PS 321.

### C. Schools with Dual Language Programs

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

n/a

## 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 enrolled in several 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. Teachers who have large numbers of ELLs in their classrooms attend these Calendar Days with the ESL teacher. The ESL teacher turn-keys what she learned at professional development sessions for teachers with small numbers of ELLs in their classrooms, as well as the speech therapists and occupational therapists who also work with ELLs. Professional development focuses on implementing the SIOP model in the classroom, so that all lessons have both content and language objectives.

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. The ELL Coordinator maintains records of this professional development.

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)	3	2	3	2	1	2								13
Intermediate(I)		2	1											3
Advanced (A)	2			3	1	2								8
Total	5	4	4	5	2	4	0	0	0	0	0	0	0	24

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			2								
	A	1		2		1								

**NYSESLAT Modality Analysis**

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

**NYS ELA**

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

**NYS Math**

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

**NYS Science**

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

**New York State Regents Exam**

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

**Native Language Tests**

	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1	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**

- 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.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
  - 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?
  - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
  - How are the English Proficient students (EPs) assessed in the second (target) language?
  - What is the level of language proficiency in the second (target) language for EPs?
  - 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) and Fountas and Pinnell (F+P) to assess the early literacy skills of ELLs. They are administered the following assessments at regular intervals throughout the year:

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

Each of these assessments helps to guide instruction. For instance, the ESL teacher completes detailed running record analyses in order to identify students' strengths and weaknesses. Based on these analyses, she can determine whether ELLs are over-relying on graphophonic, syntactic, or meaning cueing systems and adjust instruction accordingly. The ESL teacher also keeps informal notes on language structures that students are using or misusing and designs her instruction with that in mind.

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

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.

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

**School Name:** P.S. 321

**School DBN:** 15K321

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Elizabeth Phillips	Principal		12/1/11
Elizabeth Phillips	Assistant Principal		12/1/11
Marge Raphaelson	Parent Coordinator		12/1/11
Joanna Cohen	ESL Teacher		12/1/11
Lucy Rorech	Parent		12/1/11
Liz Ryan	Teacher/Subject Area		12/1/11
Chantal Gregoire	Teacher/Subject Area		12/1/11
NA	Coach		12/1/11
NA	Coach		12/1/11
Carlina Ramos	Guidance Counselor		12/1/11
Alison Sheehan	Network Leader		12/1/11
Ryan Bourke	Other <u>Assistant Principal</u>		12/1/11
Beth Handman	Other <u>Assistant Principal</u>		12/1/11
	Other		
	Other		1/1/01

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

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

DBN: **15K321** School Name: **William Penn**

Cluster: **1** Network: **CFN 102**

**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**

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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.

- 6 ELLs have exclusively Spanish-speaking parents
- 2 ELLs have exclusively Arabic-speaking parents
- 1 ELL has exclusively Chinese-speaking parents
- 1 ELL has exclusively Bengali-speaking parents
- 14 ELLs (including 4 Newcomers) have parents who speak nearly-fluent English, though their children are beginning speakers of 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 and during PTA meetings/workshops.

- If necessary, PS 321 uses the DOE's phone translation service, but generally we've meet the needs of our school's parent population using the resources listed above.

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

This information has been made available in the following places:

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

All signs posted at PS 321 are in the languages represented in our school community. Important Department of Education forms are sent to parents in their native languages. Written translation services are provided in the following ways:

- DOE Translation Unit (for non-time sensitive materials)
- in-house school staff (for Spanish, French, and Arabic-speaking families)
- Parent volunteers (for Bengali, Chinese, and Japanese-speaking families)