Department of Education

Dennis M. Walcott, Chancellor

2013-2014

COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

School Name: PS 321—WILLIAM PENN SCHOOL

DBN (*i.e. 01M001*): 15K321

Principal: ELIZABETH PHILLIPS

Principal Email: LPHILLI@SCHOOLS.NYC.GOV

Superintendent: ANITA SKOP

Network Leader: ALISON SHEEHAN

School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Elizabeth Phillips	*Principal or Designee	
Alex Messer	*UFT Chapter Leader or Designee	
Teri Horowitz	*PA/PTA President or Designated Co-President	
NA	DC 37 Representative, if applicable	
NA	Student Representative *(optional for elementary and middle schools; a minimum of two members required for high schools)*	
NA	CBO Representative, if applicable	
Ami Hassler	Member/ Parent	
Amy Gropp Forbes	Member/ Parent	
Cary Sanchez-Leguelinel	Member/ Parent	
Gia Sharp	Member/ Parent	
Kristin Emy	Member/ Parent	
Nina Herman	Member/ Parent	
Olga Garcia-Kaplan	Member/ Special Needs Parents	
Eileen Carr	Member/ Staff at large	
Sara Greenfield	Member/ Special Education Teachers	
Ronda Matthews	Member/ Upper Grade Teachers	
Marie Silva	Member/ Lower Grade Teachers	
Nancy Lauro	Member/ Out of Classroom Teachers	
Dana Rappaport	Member/ Assistant Principals	
	Member/	

**Signature of constituent only indicates participation in the development of the SCEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.

- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.

- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

Guidance for Developing and Completing the Annual Goals and Action Plan Section

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.

- Align their goals with the current citywide instructional expectations**.**

- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.

- Conduct a needs assessment of your school

- 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, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.

- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

- Enumerate the strategies and activities that will be implemented to achieve each goal.

- Identify all fund sources that will be used for the completion of each activity.

- List the projected timeline for completion of each activity, including the start and end date of each activity.

- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed	
	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
	Academic Intervention Services (AIS)
	Title I Plan (Only for schools receiving Title I funding)
	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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 2014, 80% of students in grades K-5 will meet grade level benchmarks in reading and writing as measured by end of year running record assessments (Fountas/Pinnell) given in each grade in reading and an analysis of writing produced through "on demand" assignments and 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.
As a high performing school our students do well on a variety of measures. For example, this year we were rated as one of the 25 top scoring schools in all of NY State on the state tests. However, we also know that part of our strength is our deep commitment to always improving. And, as a school with many high performing students, one of our challenges is meeting the needs of these students at the same time that we address the needs of students performing below grade level. We are of course committed to working hard to improve the performance of our special needs students, our English Language Learners, and all of our students who have not met grade level standards, but our goals are to improve performance for all of our students, from our highest performing to our lowest performing. Our needs assessment is ongoing and includes discussion with teachers at grade meetings that are built into the school day for one hour twice a month; our IPCs (one on one meetings) with teachers; feedback from parents in grade by grade parent meetings with the principal that are held in the fall and spring; discussions in SLT meetings; analysis of the NYC School Survey and our Progress Report; feedback at monthly Student Council meetings; and weekly cabinet meetings.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
A. Strategies/activities that encompass the needs of identified subgroups
1. Teachers will follow Common Core Standards aligned reading and writing pacing calendars, based on a workshop approach to teaching, revised in May/June 2013 by teachers and administrators. 2. Teachers will use multiple measures for assessment and will begin using technology to more accurately assess students in literacy and to use these assessments in a timely fashion to guide instruction 3. Early childhood grades will use a comprehensive, Wilson based approach to word study/spelling (Fundations) for all students, and selected upper grade students who need more of this Wilson-based program will be in Wilson RTI groups. 4. RTI groups using LLI (Leveled Literacy Intervention) for short term 1st grade groups will give intensive (3-5x a week) support to our lowest first grade readers as identified by F & P running record assessments. Kindergarten students will get this RTI support beginning in December. 5. 3rd and 4th grade teachers will implement the Sitton Spelling program for the second year. 6. 5th grade will use the "Wordly Wise" program to teach word study/vocabulary.
B. Key personnel and other resources used to implement each strategy/activity
1. Assistant principal in charge of literacy; all teachers; grade meetings built into the school day two hours a week plus SBO for PD two Mondays a month from 3-4 2. Teacher Technology leaders (5 in all) who will lead professional development in using Good Reader and Confer and in helping teachers analyze F & P assessment levels; purchased IPADs for all teachers using Tax Levy money 3. Mentor teachers on each grade and the AP in charge of literacy will train new teachers in the Fundations approach; two teachers attended summer institutes on this program. Two Wilson trained teachers will lead groups for 3rd-5th graders 4. K/1st grade intervention teacher 5. 3rd and 4th grade teachers; NYSTL funding 6. 5th grade teachers; NYSTL funding
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1. Observations aligned to the Danielson framework; mid-year "Reflections on the Pacing Calendar" grade meetings; Fountas/Pinnell running records administered 3 times a year in November, March and June. Additional data will be provided to administrators on at-risk students in January 2. Teacher Technology Leader meetings with the principal will take place 4 times during the yearr to evaluate progress and effectiveness; end of year IPCs will also be a time to discuss the impact of technology on keeping track of student progress 3. Fundations assessments given after each unit and at the end of the year as well as an analysis of student writing to see if children have been able to carry over the spelling skills they have learned into their writing.

4. Running record assessments will indicate progress of students. Intervention teacher and principal met in November to review running records and progress and reconfigure groups
5. Observations; at midyear reflection meeting and end of year planning day will review students' progress in spelling and the carry over to writing by looking at student writing
6. Observations; at midyear reflection meeting and end of year planning day will review student's progress in vocabulary.

D. Timeline for implementation and completion including start and end dates

1. September to June—this is a year long process.
2. September to June
3. September to June
4. September to December for most children (24 first graders); 12 of these students will have continuing support 2-4 times a week from December to June
5. September to June
6. September to June

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1.
    - Our collaboration with Teachers College Reading and Writing Project, whose curriculum in Reading and Writing is fully CCS aligned, is a huge support to teachers implementing the curriculum outlined in our pacing calendars and includes 19 staff development days in the school; 5 teachers in leadership/lead teacher groups; teachers attending summer institutes; sending teachers to calendar days. PTA funds pay for our TCRWP contract; FSF and Citywide Instructional Expectations funding pay for sub days for PD and curriculum development.
    - Grade leaders serve as literacy leaders and meet monthly. They send out curricular reminders each month to grade colleagues to make sure all teachers stay on schedule. They also initiative cross grade discussions about potentinal changes.
    - Teachers are all in Inquiry groups of their own choosing that meant during Monday PD times and many of these groups focus on inquiry.
    - Observations and feedback using the Danielson framework support teachers in implementing their CCS aligned literacy units.
    - Professional development periods are built into the school day, and teachers are encouraged to observe colleagues during these periods (that they sign up for).
    - Grade meetings built into the school day (twice a month for an hour) are times when teachers work together to plan and revise curriculum and to learn new approaches from others who have attended outside PD.
    - Our Meet the Writers program brings in published children's book authors to meet with the students. Each grade meets two authors and studies their books. This program is highly motivating to students and helps reinforce reading/writing connections.

2. Professional development sessions have been devoted to helping teachers learn to use "Confer" on their IPADs, an app that allows you to easily group your conference notes and set up small groups based on them. Tax Levy money used to buy IPADs; ARRA data specialist funding; Parent technology volunteer committee also supporting this initiative.
3. Teacher leaders on the grades share modifications of the Fundations lessons; grade meetings will be a time for reviewing Fundations assessments Tax levy funding used to support purchase of materials.
4. This year we decided to modify our approach to early intervention, and rather than beginning with K groups in September, the early intervention teacher worked only with first graders from September to early December. After meeting in late November and analyzing running records, we determined that 12 of the 24 students were ready to pass out of RTI groups. The remaining 12 will continue and we will add K RTI groups. The LLI approach is very comprehensive and effective. Funding for purchasing materials is from NYSTL, FSF, and PTA funding.
5. Grade leaders support the implementation of this program, and lessons are modified periodically and discussed at grade meetings. NYSTL money used to purchase student workbooks.
6. Grade leaders support the implementation of this program. NYSTL money used to purchase workbooks.

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).

- Family Fridays each month bring parents into the classroom where they participate in a variety of activities. At least half the Family Fridays are devoted to literacy.
- Principal holds 12 grade-by-grade parent meetings—one in fall and one in spring for each grade. These meetings, generally attended by about 150 parents,

include information on the CCS in literacy and on literacy curriculum and benchmarks.

- A "Learning Friend" program matches parent volunteers to children who need extra support in literacy. We have 25 Learning Friends who meet weekly with one student each for the entire year to support them in reading and writing.
- Teachers send home newsletters monthly that include information on the reading and writing curriculum and ways parents can support students.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
x	**Tax Levy**		**Title IA**		**Title IIA**		**Title III**		**Set Aside**	**x**	**Grants**
List any additional fund sources your school is using to support the instructional goal below.											

Goal and Action Plan #2

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 2014, 80% of students will meet end of year grade level benchmarks in math as measured by a combination of teacher developed assessments, grade-wide end-of-year math assessments, 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.
As a high performing school our students do well on a variety of measures. For example, this year we were rated as one of the 25 top scoring schools in all of NY State on the state tests. However, we also know that part of our strength is our deep commitment to always improving. And, as a school with many high performing students, one of our challenges is meeting the needs of these students at the same time that we address the needs of students performing below grade level. We are of course committed to working hard to improve the performance of our special needs students, our English Language Learners, and all of our students who have not met grade level standards, but our goals are to improve performance for all of our students, from our highest performing to our lowest performing. Our needs assessment is ongoing and includes discussion with teachers at grade meetings that are built into the school day for one hour twice a month; our IPCs (one on one meetings) with teachers; feedback from parents in grade by grade parent meetings with the principal that are held in the fall and spring; discussions in SLT meetings; analysis of the NYC School Survey and our Progress Report; feedback at monthly Student Council meetings; and weekly cabinet meetings.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
A. Strategies/activities that encompass the needs of identified subgroups
1. All teachers will follow the Common Core aligned math pacing calendar developed and revised by teachers and administrators in spring/summer 2013. This pacing calendar is now fully CCS aligned and includes attention to the "Standards for Mathematical Practice" as well as the content area math expectations for each grade. 2. Teachers will pay particular attention to meeting the diverse needs of children who struggle with math by differentiating within the classroom and providing RTI support as well as enrichment for high performing math students.
B. Key personnel and other resources used to implement each strategy/activity
1. Assistant principals; all teachers; grade meetings built into the school day two hours a week plus SBO for PD two Mondays a month from 3-4 2. Classroom teachers, Aps, Principal, two teachers of small math groups for 4th and 5th graders, Metamorphosis staff developer
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1. TERC end of unit assessments; observations in math based on the Danielson framework; mid-year reflections at grade meetings; looking at student math work with Metamorphosis staff developer periodically; monthly meeting with math leaders; analysis of math report card grades 2. Same as above
D. Timeline for implementation and completion including start and end dates
1. September to June 2. September to June for some students; other students will cycle in RTI groups for limited amounts of time
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

- 1
    - Each grade has 2-3 teacher math leaders who developed curriculum and assessments over the summer and who meet monthly to continue developing, organizing, and previewing materials. They provide essential support to others on the grade and turnkey PD for them. In addition, they work on school-wide issues, for example developing a school-wide approach to introducing "Habits of Mind" in mathematics that are aligned to the "Mathematical Standards of Practice in the CCS.
    - We work closely with a math professional development organization, Metamorphosis. 8 of our teachers attended a week-long summer institute with Metamorphosis. A Metamorphosis staff developer spends 10 days at PS 321 working with math leaders and periodically with a whole grade. In addition, we have 24 teachers attending 2-4 day Teaching Learning Communities or Institutes with Metamorphosis throughout the school year. These institutes provide teachers with an opportunity to learn with teachers from other schools. The principal participates in a Metamorphosis principal group that meets throughout the year. This year the school is hosting one of the principal sessions as well as a 4-session TLC on problem solving in the lower grades.
    - We have purchased Math in Context replacement units for all grades that are now an essential part of our math program, as they are more challenging and rigorous than many other programs. We also use the CCS aligned version of TERC as part of our math program.
    - We are finding ways to use technology to aide us in teaching math. This year we have 20 classrooms that currently have interactive white boards (smartboards or ENO boards) and have an addition 5 classroom setups on order. In addition, using the confer app on the IPad helps teachers organize their conference notes and plan for small group work.
    - Some of the teachers are in Inquiry groups during Monday PD time that focus on math.

2.
    - Fourth and Fifth graders who need extra support in math are taught in a much smaller group (14 students) by a highly skilled math teacher.
    - Professional Development in math is focusing on differentiation in math and small group work to meet the needs of our diverse learners.
    - Teachers provide RTI in math through extended day sessions.
    - Approximately 30 4th and 5th graders who have not yet mastered their multiplication facts are in a multiplication club that meets Wednesday mornings.
    - Many enrichment opportunities are offered in math after school, including Lego Robotics club, Math Olympiad, and Lego for younger students..
    - All 2nd and 3rd graders have a 12 week cycle of Chess instruction, and 4th and 5th graders who want to continue with chess have lunchtime and afterschool clubs.
    - All third, fourth, and fifth graders go to computer lab once a week where they are taught programming skills that include a great deal of math (understanding angles for example). Fifth graders all participate in a cycle of Lego Robotics in the computer lab.

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).

- Teachers generally devote at least one "Family Friday" to Math, and that provides and opportunity for parents to gain a greater understanding of our approach to math.
- Principal holds 12 grade-by-grade parent meetings—one in fall and one in spring for each grade. These meetings, generally attended by about 150 parents, include information on the CCS in math including information on benchmarks in math.
- On December 11, we are hosting "Family Math Night." Math leaders have prepared games, activities, and handouts for each grade level, and this is an opportunity for parents and children to do math together. We anticipate having over 200 people attend.
- Teachers send home newsletters monthly, and these include information on the math curriculum and ways in which parents can support their children in math.
- An active Parent Math Committee meets regularly and provides varied support, including leading some of the multiplication club groups and after school enrichments.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	**Tax Levy**		**Title IA**		**Title IIA**		**Title III**		**Set Aside**	**x**	**Grants**

List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #3

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 2014, 100% of our students will have had the opportunity to develop their creativity by participating in rich learning experiences 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.
Our needs assessment is ongoing and includes discussion with teachers at grade meetings that are built into the school day for one hour twice a month; our IPCs (one on one meetings) with teachers; feedback from parents in grade by grade parent meetings with the principal that are held in the fall and spring; discussions in SLT meetings; analysis of the NYC School Survey and our Progress Report; feedback at monthly Student Council meetings; and weekly cabinet meetings. Our SLT, our parent body, and our staff all are deeply committed to maintaining a very rich arts program making sure that an emphasis on the CCS do not displace this critical area.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
1. Strategies/activities that encompass the needs of identified subgroups
1. All children will be taught music by experienced, trained DOE full time music teachers. In grades 1, 2, 4, and 5 children will have music once a week; in kindergarten twice a week, and in third grade once a week for half the year. 2. All children will be taught visual arts by either a DOE art teacher or a teaching artist. Grades K-2 will have art once a week taught by a DOE arts teacher; grades 3-5 will have a 12 week cycle of art taught by a teaching artist. 3. All students will have dance instruction. Children in Kindergarten and first grade will have dance weekly taught by a certified DOE dance teacher. All students in grades 2, 3, 4, and 5 will have an 8-10 week cycle of dance or musical theater taught by teaching artists from Together in Dance. 4. All fourth graders will have an additional performing arts experience through a 10-week cycle of drama taughtSO by Freestyle Repertory Theater. 5. Classroom teachers in all grades will integrate the arts into their curriculum and will give students many opportunities to use the arts to express themselves. 6. Afterschool programs in the arts will be offered on all grades.
2. Key personnel and other resources used to implement each strategy/activity
1. 3 full time DOE Music teachers—FSF and self-sustaining grant funded 2 2 full time DOE art teachers; one part time teaching artist—Both personnel and supplies funded by FSF and self-sustaining grant 3. 1 full time DOE dance teacher; 2 teaching artists from Together in Dance, self-sustaining grant and PTA funded 4. 2 teaching artist from Freestyle Repertory Theater—PTA funded 5. All classroom teachers—FSF and School Support Supplement 6. After school coordinator, selected teachers and parent volunteers—PTA, self-sustaining grant, and parent funded
7. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1-4--Observations based on Danielson rubric; student council discussion; SLT: grade meeting discussion; feedback from parents in grade by grade parent meetings; end of year teacher survey 5-6--; Student council discussion; SLT; grade meeting discussion; feedback from parents in grade by grade parent meetings; end of year teacher survey
8. Timeline for implementation and completion including start and end dates
1. Sept to June for all grades but grade 3; Sept-Jan for ½ the 3rd grade; Feb-June for half the 3rd grade 2. Sept to June for K-2; 12 week cycle for 3rd grades March-June; 12 week cycle for 4th and 5th grades—half are Sept-Dec; half are Dec-March 3. Sept to June for K-1; 2nd grade—8 week cycle in Oct-Dec; 3rd grade—10 week cycle Jan-March; 4th grade—9 week cycle, March-June; 5th grade—9 week cycle—Jan-March 4. Oct to Dec—9 week cycle 5. Sept to June 6. Kids clubs are 8 week cycles—one fall, one winter, one spring. Chorus and Band are October-June
9. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1. Music teachers develop pacing calendars that are shared with administration and teaching staff. They participate in school-based professional development; have

pacing calendars; and work as a team on an inquiry project

2. Visual arts teachers develop pacing calendars that are shared with administration and teaching staff. They participate in school-based professional development. In addition, one visual arts teacher is participating in a network based arts roundtable PD series as well as citywide arts trainings. Teaching arts meets with principal in summer to plan instruction. Teachers and teaching artist use a structure that is consistent with the workshops teaching we do in reading, writing and math, with a minilesson where skills are taught; time for children to practice/work; sharing; revision and more sharing).
3. DOE dance teacher develops a pacing calendar that are shared with administration and teaching staff. She participates in both school-based and citywide professional development. Dance teaching artists meet with principal in the summer to plan dance instruction. The dance teaching artists use an approach that mirrors our approach to teaching writing. (Minilesson where skills are taught; time for children to practice/work; sharing; revision and more sharing).
4. Teachers are provided with art supplies to use in their classrooms. They often integrate the visual and/or performing arts into social studies and literacy units. Trips to museums and performances enrich the arts curriculum. In the fifth grade, all children can choose an elective enrichment, and many are focused on the arts.
5. Freestyle introduces their program to students through an assembly performance prior to beginning their cycle in classrooms. They also incorporate community building into their program.
6. Afterschool coordinator sends out fliers three times a year where parents can sign children up for the offerings

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).

- Most teachers focus at least one Family Friday on the Arts
- Family Arts Night is organized by arts teachers and parent volunteers and generally brings in close to 500 people. It is scheduled for February 27, 2014.
- Chorus and Band Concerts take place twice a year in the evening and are free and attended by parents.
- Dance cycles end with "informances" (informal performances) that parents are invited to.
- Parents accompany classes on trips to art museums and performances
- We try to extend our audience to the larger community when possible, and so, for example the art from one of our Fifth grade enrichments will be displayed at a local coffee shop, Coco Bar

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	**Tax Levy**		**Title IA**		**Title IIA**		**Title III**		**Set Aside**	**x**	**Grants**

List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #4

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.

To develop a long-term plan for the use of technology in the classroom by children, as a tool for teachers, and as a communication tool with parents.

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.

Over the past two years, we have had several discussions about technology in our SLT, and we agreed that we would add a technology goal to our CEP this year. Other places where this issue has been raised is in grade-by-grade parent meetings and in teachers grade meetings. A former AP who left to become principal of another school in October was leading our technology initiative, and his leaving made us think about creative ways in which we could continue moving forward in technology. In addition, our technology teacher of 25+ years has announced her retirement at the end of the year, another motivation in focusing on a technology plan.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

1. Strategies/activities that encompass the needs of identified subgroups

1. We have identified 5 teacher technology leaders who get paid per session and missed preps to support colleagues in using technology. This is a new position this year

and the intention is to make it easier for a wide range of teachers to use technology effectively.
2. Tech leaders, parents, and at times outside experts provide professional development workshops for teachers
3. We have a computer technician on site three days a week.
4. Our technology teacher has developed pacing calendars for the three grades she teaches (3rd, 4th, 5th) that she shares with teachers and the tech committee.
5. A robust parent technology committee includes 10 parents who are very knowledgeable in technology and this committee works collaborative with our teacher tech leaders and the principal. This group was formed as a result of discussion in the SLT, and the combined parent-teacher-principal group will make recommendations to the SLT by the end of the year which will include prioritizing our technology spending. .
6. We have formed a committee to redesign and rethink the school website (www.ps321.org)

2. Key personnel and other resources used to implement each strategy/activity

1. 5 teacher technology leaders and principal.
2. 5 teacher technology leaders; parent technology committee
3. Paul Godwin, computer technician
4. Mary Sue Lindley, computer lab teacher.
5. 10 parents with expertise in using technology in education; the SLT
6. PTA vice president in charge of technology; website committee of parents; teacher tech leaders; parent coordinator; principal

3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1-6—Observations; minutes of meetings; grade meetings

4. Timeline for implementation and completion including start and end dates

1. October-June
2. October-June
3. September-August
4. August-June
5. October-June
6. August-August

5. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1 and 2

- Technology leaders meet regularly as a team with the principal to share expertise and identify priorities.
- Every teacher has been assigned one “go to” technology leader.
- All teachers have been given IPADs to use in the classroom and have been given training in using these for assessment and in other ways.
- Technology leaders have surveyed the teachers they are responsible for about needs and have already spent a lot of time working one on one with these teachers.
- One of the tech leaders offers website workshops to teachers
- We are currently surveying teachers to find out what other kinds of workshops they want and parents have volunteered to lead these
- On election day, a consultant from ENO boards provided professional development to the teachers who have new ENO boards (a kind of interactive whiteboard)

3 and 4—Funding for computer technician provided through self-sustaining grant; computer teacher paid through FSF;

5—

- Parent tech committee meeting regularly with teacher teach leaders and principal
- This committee is developing a survey for teachers
- This committee is analyzing our tech inventory and will be working with the principal and teacher tech leaders and computer teacher to make recommendations for priorities for technology spending.
- This committee is reaching out to other schools to learn about their approach to technology.
- This committee is designing a teacher resource page where different apps will be shared.

6—Website redesign committee has met with E-chalk; with teacher tech leaders; and with parent tech committee to determine priorities for the website and will be redesigning it to make it more user friendly.

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).
This entire initiative is involving parents in ways we never have before. It has been amazing to see the technological expertise of some of our parents, and the ways in which they can support the school. Their dedication has been remarkable and they have already put in a great deal of volunteer time.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
x	**Tax Levy**		**Title IA**		**Title IIA**		**Title III**		**Set Aside**	**x**	**Grants**
List any additional fund sources your school is using to support the instructional goal below.											

Goal and Action Plan #5

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.
RESPECT INITIATIVE/SOCIAL STUDIES—Throughout the year, children, families, and teachers will interact with each other in respectful ways and will embrace our diversity initiative and our commitment to addressing teasing and bullying so that nothing interferes with all children feeling comfortable in school and 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.
For many years, we have made the respect initiative a priority based on feedback from families, children, and staff. This feedback has from discussions at the SLT, grade-by-grade parent meetings, our diversity committee meetings, grade and faculty meetings, feedback from student council, and analysis of our school survey.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
• **Strategies/activities that encompass the needs of identified subgroups**
1. A set of PS 321 Community Standards is introduced the first day of school and referred to throughout the year. Teachers also include community building activities throughout the year. . 2. Teachers thoughtfully select materials and develop curriculum that supports the respect initiative. 3. An active Diversity Committee celebrates the diversity of our community and raises awareness about respecting differences. 4. We have modified options at recess to reduce conflicts on the playground. 5. Professional development supports teachers and paraprofessionals in addressing behavioral issues and meeting the needs of diverse groups of children. 6. A Green and Healthy Committee of parents and teachers develops approaches and activities that encourage children to respect their environment and their bodies.
• **Key personnel and other resources used to implement each strategy/activity**
1 and 2—All classroom teachers and administrators 3.Three parent co-chairs organize this committee and two teacher liaisons and the principal are a part of it. 4. Administrators, cluster teachers, recess coordinators, paraprofessionals, and school aides 5. A one-day a week F-status teacher, Andrea Rousso, provides individualized support to teachers in working with challenging children through her "ask Andrea" program; guidance counselors and intervention teachers offer PD workshops on these issues for paraprofessionals; some teachers have been trained in Responsive Classroom and use that approach in their classroom and provide PD to colleagues. 6. 3 science teachers; 2 phys ed teachers; one dance teacher; parent committee of approximately 15 parents
• **Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
1-6—Classroom and backyard observations; agendas and minutes from meetings; grade meetings; feedback from parents at grade by grade meetings, diversity committee meetings, and SLT.
• **Timeline for implementation and completion including start and end dates**

1-6—September - June

- **Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1 and 2—

- Every teacher is given a Community Standards poster and does lessons on this and on building community early in the year. Revisiting these standards is built into our social studies pacing calendar on all grades.
- New teachers are provided with sample lessons that they can use or substitute if they have another lesson that they want to do. These lessons comre from the Resolving Conflict Creatively Teachers Guide.
- Fourth grade teachers use TRIBES as part of their community building curriculum
- Literature in classroom libraries and the school library reflects the diversity of our world.
- Period whole-school read-alouds focus on teasing and bullying and/or diversity issues.
- All Kindergarten classes do a family study where they share diverse family stories.
- Third grade social studies curriculum is designed to develop respect for diverse cultures around the world.
- The fourth grade drama enrichment focuses on community building and conflict resolution.
- The fifth grade social studies curriculum is built on exploring the idea of how people have defended their rights throughout history. It includes a study of the abolitionist movement, the Civil War, Immigration, the New Deal, and the Civil Rights movement.
- Meet the Writer visits celebrate authors with diverse backgrounds.
- Music teachers share music with diverse cultures with their classes.
- For MLK day, teachers will be provided with a read-aloud book so that all classes focus on MLK for this week.
- All fifth graders participate in a Service Project where they give back to the school two lunch periods a month.
- All fifth graders participate in a “Preadolescent Curriculum” that addresses issues of teasing and bullying. The curriculum has been expanded this yaer to include two sessions on cyber bullying and other internet issues.
- We have a school-wide Penny Harvest drive and roundtables where fifth graders make decisions about what organizations to give money to.
- We have a sister school in Zimbabwe and a few times a year do a book drive and send books and school supplies to the school. This year the fourth grade will have a presentation on Zimbabwe from the project coordinator.

3.

- Our parent diversity committee this year has taken responsibility for a bulletin board on the first floor and will have changing exhibits highlighting different cultures and diversity issues..
- On November 4, the diversity committee hosted a “Family Movie Night” where we showed a film, “That’s a family” that features diverse kinds of families.
- The committee has scheduled a workshop on gentrification for January 30, 2014
- The committee is organizing “Around the World in 80 Minutes,” which will take place on May 7 and generally attracts over 500 people.
- The committee meets regularly, and the principal and two teacher liaisons meet with the committee so that there is a closer link between the work of the committee and the curriculum.

4.

- We have a peer mediator program where 50 students attend a day long training and then are on duty on the playground during both lunch periods to help resolve conflicts and infuse conflict resolution principles in the yard.
- We are continuing some new playground rules that we put into effect last year, including more active supervision of a variety of games and no balls from home.
- Our recess staff had an all-day training by Playworks before school began and have incorporated some noncompetitive games into recess time.
- We are paying attention to gender issues on the playground to try to make sure that both boys and girls have equal access to a variety of activities. This is being discussed in student council and in the SLT.
- Our Mighty Milers program gives students in grades 2-5 a wonderful opportunity to be physically active without having to play a competitive game.

5.

- Our “Ask Andrea” program provides support to teachers in working with challenging children.
- Monthy meetings of all service providers (speech, OT, AIS, guidance) allow opportunities for sharing best practices.
- Our OT staff did a cycle of fun OT based activities in each Kindergarten classroom, to help address issues before they become serious problems.

- Our RTI process allows teachers to get assistance by having another educator (speech teacher, OT, AP) observe a particular child. A team meeting is then held to suggest possible interventions.
- Paraprofessionals are involved in a cycle of workshops during afterschool time that are led by different service providers and intervention teacher .

6.

- Our G & H Committee of teachers and parents meets monthly.
- This year the G & H committee is putting out school-wide newsletters every other month.
- January is Green and Healthy Month at PS 321 and classroom, science, and physical education teachers do lessons related to environmental and personal health issues.
- A Green and Healthy Family Night that generally attracts over 500 people is scheduled for January 23.
- A School-Wide Walkathon Scheduled for May 9 reinforces G & H themes by getting the entire school walking around Prospect Park; it also raises money for environmental organizations.

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 Respect Initiative is a true collaboration between parents and staff, as indicated in many of the activities described above where parents take a very active role.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
x	**Tax Levy**		**Title IA**		**Title IIA**		**Title III**		**Set Aside**	**x**	**Grants**
List any additional fund sources your school is using to support the instructional goal below.											

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Description

Type of Academic Intervention Service (AIS)	**Type of Program or strategy *(e.g. repeated readings, interactive writings, etc.)***	**Method for delivery of service *(e.g. small group, one-to-one, tutoring, etc.)***	**When the service is provided *(e.g. during the school day, before or after school, etc.)***
ELA	Kindergarten • LLI (Leveled Literacy Intervention) groups—this combines guided reading and word work • Within the classroom Guided Reading and Interactive Writing;' also Fundations program • Individual conferring First Grade • LLI groups • Guided Reading • Fundations • Individual conferring Second Grade • LLI groups • Guided Reading • Fundations • Indivdiual conferring 3rd, 4th, 5th grade • Some pull out Wilson groups • Some pull out guided reading groups • Differentiated book clubs • Individual conferring	Mainly provided in small groups and one to one	Provided during the school day for all students as well as after school for students in grades 1-5.
Mathematics	All Grades: differentiated guided groups; one on one conferring 4th & 5th grade—special daily math group; multiplication club	Mainly provided in small groups or one to one	During the school day for all grades; after school for grades 1-5; before school for multiplication club grades 4 & 5
Science	All grades: small group support	Small groups and one to one	Small groups and one to one
Social Studies	All grades: small group support	Small groups and one to one	Small groups and one to one
At-risk services *(e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)*	All grades—lunch groups with guidance counselors; at risk counseling	Small groups and one to one	Small groups and one to one

Title I Information Page (TIP)

For Schools Receiving Title I Funding

- All elements of the *All Title I Schools* section must be completed*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

Indicate with an "X" your school's Title I Status.					
	School Wide Program (SWP)		**Targeted Assistance (TA) Schools**	**x**	**Non-Title I**

All Title I Schools

Highly Qualified Teachers (HQT)

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

High Quality and Ongoing Professional Development

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

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet ***the intent and purpose*** programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

SWP Schools Only

Transition Plans to Assist Preschool Children ***(Elementary Schools Only)***

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

Measures to Include Teachers in Decisions Regarding Assessments

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

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

Parent Involvement Policy (PIP) Template

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

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

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;

- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;

- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;

- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;

- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;

- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;

- translate all critical school documents and provide interpretation during meetings and events as needed;

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT

REQUIRED OF ALL SCHOOLS

MAY BE LAST YEARS BUT MUST BE UPDATED

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

Office of English Language Learners
Grades K-12 Language Allocation Policy
Submission Form
2013-14 to 2014-15 School Years

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

Part I: School ELL Profile

A. School Information ⓘ

District 15	Borough Brooklyn	School Number 321
School Name William Penn School		

B. Language Allocation Policy Team Composition ⓘ

NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal Elizabeth Phillips	Assistant Principal Dana Rappaport
Coach NA	Coach NA
ESL Teacher Melanie McIVer	Guidance Counselor Carlina Ramos
Teacher/Subject Area type here	Parent type here
Teacher/Subject Area Katie Ward	Parent Coordinator Marge Raphelson
Related Service Provider type here	Other
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	1471	Total number of ELLs	22	ELLs as share of total student population (%)	1%

Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs) Check all that apply	K☒ 1☒ 2☒ 3☒ 4☒ 5☒ 6☐ 7☐ 8☐ 9☐ 10☐ 11☐ 12☐

This school offers (check all that apply):

Transitional bilingual education program	Yes☐ No☒	If yes, indicate language(s):
Dual language program	Yes☐ No☒	If yes, indicate language(s):

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Pull-out	7	5	4	1	4	1								22
Pull-out														0
Total	7	5	4	1	4	1	0	0	0	0	0	0	0	22

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	22	**Newcomers (ELLs receiving service 0-3 years)**	20	**ELL Students with Disabilities**	2
SIFE	0	**ELLs receiving service 4-6 years**	1	**Long-Term (completed 6+ years)**	1

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

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	20					1	1			21
Total	**20**	**0**	**0**	**0**	**0**	**1**	**1**	**0**	**0**	21
Number of ELLs who have an alternate placement paraprofessional: 0										

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**
French														**0**
Chinese														**0**
SELECT ONE														**0**
TOTAL	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**

*EP=English proficient student

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

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

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
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number): African-American: ___ Asian: ___ Hispanic/Latino: Native American: ___ White (Non-Hispanic/Latino): ___ Other:	

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish		2			1	1								4
Chinese	1													1
Russian	1			1										2
Bengali														0
Urdu														0
Arabic			1		1									2
Haitian														0
French	1													1
Korean														0
Punjabi														0
Polish		1												1
Albanian														0
Other	4	2	3	2										11
TOTAL	7	5	4	3	2	1	0	0	0	0	0	0	0	22

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	3	1	1	2	1	3								11

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)		2												2
Advanced (A)		3	1	3		1								8
Total	3	6	2	5	1	4	0	0	0	0	0	0	0	21

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

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

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	1						2		3
8									0
NYSAA Bilingual (SWD)									0

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

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

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

   1. PS 321 uses assessments from the Teachers College Reading and Writing Project (TCRWP) to assess the early literacy skills of ELLs. They are administered the following assessments at regular intervals throughout the year:
   - Running records
   - Letter-sound identification
   - Concepts of Print
   - High-Frequency Words – reading and spelling

   Wrting samples are used to inform lessons as well.
   Phonics based programs (Wilson, Fundations, LLI)

   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. Finally, the ESL teacher plans to develop an ELL-specific assessment checklist in order to better identify the student progress in all modalities. In general these assessments allow the ELL teacher to better identify needs (spelling, speaking, secific lanaguage functioss in orderto modify/ scaffold students and classroom teachers of ELL students. Our ELL student's tend to read fluently quickly . Spelling and vocabulary are areas that we continue to develop support for ELL's in. All data is used to decipher most apporpriate grouping as well as determine push in or pull out servic needs. Along with the individual needs of these students the school uses this data to determine the need for more instructional PD as well as extra curricular support for these students and famillies.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

   Lab-R results suggest that many of our newcomers have academic langauge in small amounts but lack oral speaking skills in English. In general the LAB-R results show enable us to identify newcomers quickly. Over all LAB-R results show a trend in newcomers from many different countrie. Many of these students have been in school and some Have had instruction in English before the y begin here. After analyzing our data from NYSESLAT scores it is clear that overall students are quickly becoming proficient in English. It appears that writing is an area of weakness for ELL students and the school is looking carefully at how to support these students by giving more small group in struction in these areas. I

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see SED memo and AMAO tool)

   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. Our ELL students tend to fare best in mathematics tests and are preforming comparable to students iwith Englsih proficiency. However in the areas of writing and reading our ELL students are progressing but coniynue to ned support to reach proficiency in English. STudent in Fourth garde were able to score proficient in are 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. For each program, answer the following:
   a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
   b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
   c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

   4. 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. The school uses these assessments to make informed decisions about instruction for ELL students as wella sclassroom placement and support services including mandated services. This also enables the school to make targeted decision based on groups within the ELL population. Foer examples newcomers may need more in class suport and consulatations with teacher in order to support native lanaguage development as well as English. In some cases the ESL teacher will meet with individual families and or students to help develop support at home as well. O

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see *RtI Guide for Teachers of ELLs*.)
   PS321 uses the current assessment tools (Foutas and PInell, curriculum based math assessment, state test results), both formative and informative in order to identify students that are identified as at risk in the current ESL program. Once a student is identifies the school develops a intervention plan that identifies new supports for the student. The RTI team meets continuously in order to analyze data and determine the next steps on a case by case basis. The current RTI team cnsists of a special educator. ESL teacher , classroom teacher and administrator. In order to support ELL core instruction is supportred with small group instruction to be able to support content area s. If ELL students are not progressing given the support of mandated services in ESL the team will meet and look over all assessments, conduct classroom observations as well as meet discuss classroom teachers observations and conerns. This will determine the need for a comprehensive evaluation or more targeted instructional supports at risk.
6. How do you make sure that a child's second language development is considered in instructional decisions?
   In all instructional decisions that conecrn students with sceond lanaguge skills, be it idenified ELL's, former ELL's or students that speak fluently more than one language, the school will use parent interviews, teacher anaecdotals and curriculum based assessments as well as NYSESLAT scores or other state assessments to determine the extent to which the primary langauge impacts the rate of progress. Children's information, such as ELL status, home language and former ELL status follow children on a cumulative card that is given to each teacher in oder to inform them of services needed or support necessary in the classroom.
7. For dual language programs, answer the following:
   a. How are the English-proficient students (EPs) assessed in the second (target) language?
   b. What is the level of language proficiency in the second (target) language for EPs?
   c. How are EPs performing on State and City Assessments?

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
   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 me moving this particular population toward proficiency in English. At this time both Fountas and Pinell reading assessmnets along with NYSESLAT data are used to determine the effcetiveness of our program as well as writing smaples, word study assessments and math assessments. Both ELA , math and science state tests are used to look closely at the upper grade ELL student progress.

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to *ELL Policy Brief* and EPIC.)

   1. PS 321 identifies ELLs using the following steps:

   A. Parents complete a Home Language Identification Survey (HLIS) when they register their child for school. Parents who speak Spanish complete the Spanish HLIS with assistance from our Spanish-speaking Guidance Counselor, Carlina Ramos. Parents who speak other languages receive assistance from the DOE Translation and Interpretation Unit in order to complete the HLIS. All parents are interviewed. Many of our parent's of student's with limited English language skills contact the school prior to enrollment and meet with the principal and or a n ESL teacher. Given the conversation and th e compleetion of the HILS survey proper support is given.

   B. Home Language Identification Surveys (HLIS) are reviewed for all kindergarten students and newly admitted students in grades 1-5. Students whose HLIS indicates that a language other than English is spoken at home are then tested with the LAB-R. Students whose primary language is Spanish are also tested with the Spanish LAB. PS 321's ESL teacher evaluates the HLIS and administers and hand-scores the LAB-R. If a student scores below proficient level on the spanish LAB-R are then tseted using the Spanish LAb R. All of this is completed within 10 days of the start of school.

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

   D. Throughout the year, the ESL teacher administers informal assessments to determine the progress students are making in their listening, speaking, reading, and writing skills. Approximately two months prior to the administration of the NYSESLAT, the ESL teacher begins formal test preparation. Students take a practice test, and the ESL teacher focuses test prep on the areas where the students struggle the most.

2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.

   Parents 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 as well as watch a video 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. Parents that are interested in programs not offered at are school are given support to visit and or enroll in those programs. In genral parents request ESL in order to stay in their neighborhood school.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see tool kit].)

   Parents are informed about entitlement through a letter explainig the process. In some cases parents are contacted prior to testing in order to assist in transitioning their child into a new school. At the point that children are assesed using the LAB-r all parents are informed that their child had been tested and is eith entitled or not entitled. Entitled student's parents are invited to an orientation that explains the current choices available in NYC public schools. During the parent orientation parents are asked to complete the form indicating program choice. Parenst are asked to hand in by the end of the orienatation and or return to the ESL teacher in a timely fashion. The school has noticed a trend to choose ESL based on availability and is working hard to provide more resources for parents in the area that represent all programs available in all languages. The letters are then filed to enure access when needed. The entitlement letters are sent to parents as well as photocopied. Parents are sent entitlement letters in native language when necessary. Copies of all letters are filed with the ESL teacher and are available upon request. .

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.

The ESL teacher updates the ELPC form in order to indetify the current parent choice. Once programs are dseigned the ESL teacher sends home a parent letter in native langauge to explain current placemnt and schedule as well as contct information for the school inorderto be able to contect the current ESL teacher.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

   In order to ensure the NYSESLAT is administered to all children eligible the ESL coordinator runs ATS screen (RLAT) that give a list of students. After cross referencing that list with students in the school the ESl cocordinator allocates dates and rooms where students will take the test. In order to execute this eficiently at risk and SETTS teacher within the school are given training and asked to administer different levels of the test.

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

   Because PS 321 has a relatively small number of ELLs and because they speak multiple languages, the school only offers a Freestanding English as a Second Language (ESL) program. Parents are informed that Freestanding ESL is their only option at PS 321 and are encouraged to visit neighboring schools if they would prefer that their children be placed in a Transitional Bilingual Education (TBE) or a Dual Language (DL) program. Over the past few years, one hundred percent of parents of ELLs have selected a Freestanding ESL program at PS 321. Therefore, PS 321 believes that the program model offered at our school (ESL) is currently aligned with parent requests. In order to address the trend twoards ESL the school is developing a resource for parents that the guidance office and ESL coordinator will use to describe current programs in the region (TBE, DL).

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see *The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*)
    a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
    b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

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. new comers are given 360 minutes a week and developing ELL's receive 180 minutes of pull out. GIven the small group of ELL's in the school pull out is primarily used but whenever possible students are given push in services to allow for more support in classroom environments as well as content area instruction.

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)?

2. As per CR Part 154, students at the Beginner and Intermediate levels receive 360 minutes of ESL instruction per week. Students at the Advanced level receive 180 minutes of ESL instruction per week. PS 321's ESL teacher provides all instruction.

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

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

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

3. Content-area instruction is delivered using a Sheltered Instruction Observation Protocol (SIOP) model. This is an ESL-specific methodology that helps teachers provide high-quality content-area instruction to ELLs. The ESL teacher works with students in their classroom and ensures that content is comprehensible by using the following methods:
- Guided reading of additional, language-appropriate texts to develop background knowledge
- Explicit vocabulary instruction on key words and concepts
- Additional practice of foundational concepts
- Use of visuals to aid comprehension
-support in language functions for mathematics
- small group instruction in science concepts (ESL teacher and science teacher)
- Resources for parents to reinforce concepts with pacing calendars for social studies and science.

- All instruction is aligned with the common core standards as the school has aligned their curriculum.
- Native lanaguage support includes dictionaries and technology to translate vocabulary and develop big concepts as well as develop vocabulary around these areas.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
   4. Our ESL teacher differentiates instruction for students depending on their language proficiency level and special education status as follows:

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
   Current ESL model the varying assessment tools to be able to identify needs in all modalities. For example in speaking children are given oral assignments that enable the teacher to assess langauge aquisition as well as meeting with classroom teachers that to ensure that students are becoming increasingly vocal in classroom activites. Assessment of Reading is done with the Fountas Pinell and writing is evaluated in both dictation work and classroom wriitng pieces. Work is scaffolded in small er group and areas of need are targeted and student work is assessed in order to identify strengths and needs. Student growth in all of the modalities is scrutinized throughout the year .

6. How do you differentiate instruction for ELL subgroups?
   a. Describe your instructional plan for SIFE.
   b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
   c. Describe your plan for ELLs receiving service 4 to 6 years.
   d. Describe your plan for long-term ELLs (completed 6+ years).
   e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

(We currently have no SIFE students) However if this were to occur the student would be able to recivee services as aprt of the RTI process as well as mandated ELL services. In all of these cases it would be important to suuport the student with intense remediation in order to allow them as many resources as possible.

- 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.

SWD within the ELL population are at times, depending on their disability, receive SETTS or other services in ICT or pull out/push in models along with ESL. In many casese these students require more support and may be given more support in the classroom or support to classroom teachers in order to ensure progress in all academic areas.

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
   - The ESL teacher reviews IEPs for ELLs that are special education students and modifies her instruction as needed. For instance, she will develop flashcards and picture cards for students who have difficulty committing concepts to memory. She will use timers for students who have difficulty remaining on task. She provides significant scaffolding to help students work independently in writing.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?
In general the school supports Ell's with IEP's in many ways. We have placed these students in ICT classes in order to provide additional support in language and literacy. The RTI or SBST makes determinations about the appropriate placement for SWD that are ELL's based on the assessments in ESL classes as well as teacher input. In some cases it allows the student more time in class and support that allows them to make significant progress in all academic areas.

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 *all* ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for *all* ELLs as required under CR Part 154			180 minutes per week
For TBE /DL programs: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

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

	Beginning	Intermediate	Advanced

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	**Intermediate**	**Advanced**
ESL instruction for *all* ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for *all* ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)
100%	
75%	
50%	
25%	
	Dual Language
100%	
75%	
50%	
25%	
	Freestanding ESL
100%	
75%	
50%	
25%	
TIME	BEGINNERS INTERMEDIATE ADVANCED

TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
   Targeted interventions for ELA include word study programs, guided reading, read alouds, writing with conferences as well as smallwork in structure and semantics. Math intervention consists of vocabulary instruction as well as support with context problems in in lanaguage finction and comprehension. 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. Support in social studies and science iclude leveled passages that coincide with the student's current reading level along with technology and picture dictionaries to support a deeper understanding of concepts.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
    Our current program has been very effective. We contniue to work at increasing the effectiveness of content area support. THis is an area where the demands of academic language need to be supported more effectively. At this time we are using a combination of technology and pictures dictionaries as well as support of lower level texts. AT this time however the students are performing an par to native speakers on the state science test.
11. What new programs or improvements will be considered for the upcoming school year?
    We continue to look carefully at push in and pull out models in order to best meet the needs of our students.
12. What programs/services for ELLs will be discontinued and why?
    N/A
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
    Our school has a variety of extra school activites. ELL students are given scholarships if necessary and students are encouraged to participate in these programs.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
    Most teacher in the school use Ipads throughout the day for instruction. Teachers use translation apps as wellas picture dictionaries on line. The school is looking more closely at developing a resource for parents and teachers that suggests websites and apps in academic categories as well as grade levels.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
    Native lanaguages are respected in ESL classrooms. Students are encouraged to see connections between languages.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
    In lower grades ELL support focusing on the content is based on letter sound identification and uderstanding basic parts of speech as wella sthe function of words and sentences. Content is taught through read loauds and hands on actviites with a heavy ephasis on developing oral language to support literacy. In the upper grades more actvites are paired with leeveled reading and vocabulary work that allows students to link to their understanding in their native language.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
    N/A
18. What language electives are offered to ELLs?
    N/A
19. For schools with dual language programs:
    a. How much time (%) is the target language used for EPs and ELLs in each grade?
    b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
    c. How is language separated for instruction (time, subject, teacher, theme)?
    d. What Dual Language model is used (side-by-side, self-contained, other)?
    e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to questions here:

C. Professional Development and Support for School Staff

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

1. The ESL teacher is involved in many grade level curriculum meetings and attends district level professional development workshops once a month. Along with these she is also able to attend Teacher's College workshops designed to improve instruction for ELL students.

2. As an entire school we are working to align all subjects with the common core standards. This is part of the of the grade level professional development and a goal of the entire school. In addition te ESL teacher is working to begin identifying langauage goals for these core skills.

3. The guidnace office is available to all parents of ELL"s in order to ensure a smooth process to middle school. The school hold s a parent meeting for parents in the process of applying to middle school. In addition to this support parents are encouraged to connect with oprevious Parents and students (ELL"s) in order to further understand the process and become familiar with the choices that are available. the ESL teacher will visist schools with parents if necessary.

4. Professional deevelopment is received in school based workshops , Teachers College and outside sources.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

Parent involvement is an important part of the PS321 culture. The parents are invited once a month to visit the classroom for special activites. The parent coordinator assists in connecting families from similar places as well as the ESL coordinator. The school provides a spanish speaking parent group.

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: _____		**School DBN:**	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

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

Cluster: 1 **Network:** 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

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. Many newcomers have one parent who is able to communicate in English. If this is not the case a parent volunteer or teacher is able to translate. At times parents who have. In some instances the school will use the DOE translation services. These needs are presented to the community in school leadership meeting .

Part B: Strategies and Activities

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

Assistant principals, guidance counselors, and paraprofessionals with proficient lanaguge skills in languages other than English 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 parent groups are a well-used forum for oral interpretation services. The Spanish-speaking group meets weekly. These groups are a vehicle to communicate school related activities. 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 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, Arabic, and Hebrew-speaking families)
- Parent volunteers (for Bengali, Chinese, and Japanese-speaking families)