

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):	15K321
School Name:	P.S. 321 WILLIAM PENN
Principal:	ELIZABETH PHILLIPS

Comprehensive Educational Plan (CEP) Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

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

Section 4: CEP Overview

Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Section 6: Academic Intervention Services (AIS)

Section 7: Title I Program Information

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

Section 1: School Information Page

School Information

School Name: PS 321 School Number (DBN): 15K321
Grades Served: K-5
School Address: 180 Seventh Avenue, Brooklyn, NY 11215
Phone Number: 718-499-2412 Fax: 718-965-9605
School Contact Person: Elizabeth Phillips Email Address: Lphilli@schools.nyc.gov
Principal: Elizabeth Phillips
UFT Chapter Leader: Alex Messer
Parents' Association President: Pamela Rosenberg
SLT Chairperson: Elizabeth Phillips
Title I Parent Representative (or
Parent Advisory Council
Chairperson): NA
Student Representative(s): NA
NA

District Information

District: 15 Superintendent: Anita Skop
Superintendent's Office Address: 131 Livingston Street, Brooklyn, NY 11201
Superintendent's Email Address: ASkop@schools.nyc.gov
Phone Number: 718-935-4317 Fax: 718-935-4356

Borough Field Support Center (BFSC)

BFSC: Brooklyn North Director: Bernadette Fitzgerald
Director's Office Address: 131 Livingston Street, Brooklyn, NY 11201
Director's Email Address: BFitzge2@schools.nyc.gov
Phone Number: ? Fax: ?

Section 2: School Leadership Team (SLT) Signature Page

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

Directions:

1. List the names of each SLT member in the first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*.
3. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Elizabeth Phillips	*Principal or Designee	
Alexander Messer	*UFT Chapter Leader or Designee	
Pamela Rosenberg	*PA/PTA President or Designated Co-President	
NA	DC 37 Representative (staff), if applicable	
NA	Title I Parent Representative (or Parent Advisory Council Chairperson)	
NA	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
NA	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Debbie Bruckman	Member/Parent	
Serena Krombach	Member/ Parent	
Rebecca Kostyuchenko	Member/ Parent	
Natasha Zaretsky	Member/ Parent	
Nina Herman	Member/ Parent	
Kristin Emy	Member/ Parent	
Gia Sharp	Member/Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Dana Rappaport	Member/Staff/APs	
Eileen Carr	Member/ Staff/upper grade teacher	
Marie Silva	Member/ Staff/lower grade teacher	
Nancy Lauro	Member/Staff/out of classroom teacher	
Nicki Lilavois	Member/ Staff/at large	
Sara Greenfield	Member/Staff/special education teacher	

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

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

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

The Framework for Great Schools and CEP Development



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

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Framework for Great Schools identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor's Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

The Six Elements of the Framework for Great Schools

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

Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

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

Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

The Quality Review and the Framework for Great Schools

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

NYCDOE’s Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students’ academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor’s Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the school’s updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** Revisit your school’s current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you’ve identified, and will help your school community know when you’ve reached your goal.

- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

P.S. 321 is large neighborhood public elementary school in Park Slope, Brooklyn, with over 1450 students. It is a vibrant and diverse educational community where children have an opportunity to learn through an inquiry based, workshop approach. In our heterogeneously grouped classrooms, children learn to become part of a classroom and school community that fosters not only tolerance but true respect for all people. Approximately 14% of our students have IEPs, and we have two ICT classes on each grade. Our curriculum is differentiated to meet the needs of the diverse learners in our classrooms.

Our school strives to help children obtain the tools they need to become educated, effective global citizens. This means providing a rich, Common Core State Standards aligned curriculum and helping students develop independence. During reading workshop, children work independently, in partnerships, and in small groups to gain a deep understanding of literature at their appropriate reading level. Our writing process approach meets children where they are, introduces them to a variety of genres, and moves them forward. Children learn spelling and phonics as tools for reading and writing. Our balanced math curriculum combines teaching deep conceptual understanding with the ability to compute efficiently and accurately, and we embrace not only the content standards in math, but also the Standards of Practice. We believe that all children need opportunities to explore through the arts, and children at P.S. 321 have instruction in music, visual arts, and dance. We help children learn to think creatively and analytically and to develop independence as learners. We want our students to develop fully as individuals and also as cooperative, responsible members of a group.

We recognize that all children can learn when they have clear expectations within academically rigorous classrooms. Choice is an important part of our approach, and we understand that children learn best when they have some choice and ownership over their own learning. We recognize that children learn in a variety of ways, and that we need to be sensitive to differences in learning styles and to provide additional support for children who need it if all children are going to be able to meet the expectations of the Common Core State Standards.

The framework is a useful tool for describing and explaining much of our success as a school. We are known for our rigorous instruction, and our outstanding teachers are dedicated to professional development that allows them to grow as learners. The level of collaboration among our teachers and their dedication to professional development is remarkable. They attend work with staff developers from Teachers College Reading and Writing Project and Metamorphosis. They participate in cross-school professional development through TCRWP Leadership Groups and Metamorphosis Teaching/Learning Communities. Teachers facilitate grade meetings and open their doors to their colleagues from within and outside of the school on a regular basis. We have very effective school leadership, as evidenced by the strong relationships that teachers have with administrators. The principal is in her 16th year as principal and works collaboratively with three outstanding and well respected Assistant Principals. In the 2013-14 School Survey, 100% of parents either strongly agree or agree that the principal communicates a clear vision for the school. 100% of parents either strongly agree or agree that school leaders place a high priority on the quality of teaching. And 100% of teachers strongly agree or agree that the principal makes clear to the staff his or her expectations for meeting instructional goals. But our effective leadership involves teacher leaders as well. Our math leaders have been essential in leading the school as we've raised expectations in mathematics. Our grade leaders serve as literacy leaders and keep their colleagues on track by sending out monthly email reminders about pacing and curriculum. They also help develop topics for grade meetings. Our technology leaders are instrumental in not only providing technology support to colleagues, but in working collaboratively with families to propose technology priorities for the future.

The technology committee mentioned above is one of countless examples of the strong family-community ties. Our technology committee is comprised of parents, teachers, and administrators and meets monthly. In addition to setting priorities and providing support, they organized and ran an outstanding Family Technology Night. Our Green and Healthy Committee also includes parents, teachers, and administrators. That committee sponsors many events that involve families, including two Harvest days and a Green and Healthy Family Night attended by close to 1000 people. Our Diversity Committee of parents and teachers organized a “Quilt of Heroes” for Black History Month, held an excellent workshop on gender identity, and this month organized a highly successful Diversity Family Night: “Around the World in 80 Minutes.” We have so many other examples of family involvement in our school. The first Friday of every month is “Family Friday” and we have over 1000 family members in our classrooms reading and doing math games or other activities with their children. We have an excellent website for the school and many teachers have class websites. We communicate frequently with families through meetings, letters, and our weekly “E-Bulletin.” Parents feel supported by the school, and in the 2013-14 school survey, 99% of parents strongly agreed or agreed that the school keeps them informed of their children’s progress. 97% agree that the school makes it easy for parents to attend meetings by holding them at different times of day, providing an interpreter or in other ways.

In terms of a supportive environment, one needs only to walk into the building to feel that PS 321 is a very special community that supports our students and also our teachers and staff. Our school survey results are a tangible example of this. In 2013-14, 96% of parents and 98% of teachers were satisfied with our “Instructional Core.” 96% of parents and 98% of teachers were satisfied with our “Systems for Improvement,” and 96% of parents and 97% of teachers were satisfied with our “School Culture.”

None of the above could happen so successfully without the high level of trust in the school. That trust involves all the constituencies in the community—students, parents, teachers, and administrators. That is evident in the statistics cited above as well as in the fact that in the survey, 97% of parents strongly agree or agree that “there is an adult whom my child trusts and can go to for help with a problem” and 97% of parents either strongly agree or agree that “teachers and staff treat all students with respect.” 97% of teachers either strongly agree or agree that “The principal encourages open communication on important school issues.” 98% of teacher feel supported by the principal; 100% feel supported by other teachers.

15K321 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	0K,01, 02,03, 04,05	Total Enrollment	1470	SIG Recipient
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
School Composition (2013-14)				
% Title I Population	0.3%	% Attendance Rate		96.4%
% Free Lunch	7.4%	% Reduced Lunch		1.6%
% Limited English Proficient	1.4%	% Students with Disabilities		14.3%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.1%	% Black or African American		6.6%
% Hispanic or Latino	8.8%	% Asian or Native Hawaiian/Pacific Islander		7.2%
% White	72.8%	% Multi-Racial		4.5%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	15.34	# of Assistant Principals (2014-15)		3
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		3
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		1.1%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.5%	Average Teacher Absences (2013-14)		6.07
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	77.7%	Mathematics Performance at levels 3 & 4		79.6%
Science Performance at levels 3 & 4 (4th Grade)	99.5%	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward	X	Recognition		
In Good Standing		Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	YES	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	YES	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	YES	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

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

As a high performing school our students do well on a variety of measures including state. Although in absolute terms our Math test scores are higher than our ELA scores, we know that is true across the state and comparatively, we do better in ELA. For example, in 5th grade math we are ranked 40th in the city, coming in the 95.15 percentile. Although this is still good, in that same grade in ELA we are ranked 9th in the city. Therefore, we do see math as an area we need to work on. 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 analysis of test scores, discussion with teachers at grade meetings that are built into the school day for one hour every third week per grade; 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. Although we received “Well Developed” in all the QR instructional core indicators, our focus area for improvement was 2.2, “Align assessments to curricula, use on-going assessment and grading practices, and analyze information on student learning outcomes to adjust instructional decisions at the team and classroom levels.” We agree that particularly in math, this is an area to work on, and it is noted below.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

--MATH--By June 2016, 80% of students will meet end of year grade level benchmarks in math as measured by a combination of teacher developed assessments, grade-wide mid-year and end-of-year math assessments, and state exams. In addition, students will all experience tackling a wide variety of rich problems and will be able to persevere with challenging problems.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	
<p>All teachers will follow the Common Core aligned math pacing calendar developed and revised by teachers and administrators in spring/summer 2015. 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. Math leaders on each grade will provide colleagues with supplemental material to help implement new units and provide materials for differentiation. Part of the work of the math leaders will be to provide guidance to colleagues in implementing some of the Engage New York modules, that are quite rigorous.</p>	<p>All classroom teachers and by extension all students K-5.</p>	<p>Sept 2015- June 2016</p>	<p>Assistant Principal in charge of Math and 2-3 math leaders per grade</p>
<p>Math professional development will be a priority for the school year. We will continue our collaboration with Metamorphosis, a math PD organization. 6 teachers will attend their summer institute and during the school year, 10-20 teachers, the principal, and the assistant principal will participate in cross-school Teaching Learning Communities (TLCs) focused on either math leadership or particular areas of math instruction. Material and approaches from these TLCs will be shared with colleagues throughout the school. In addition, we will work with another math consultant, Kate Abel, on integrating Engage New York units into our curriculum. Math leaders will lead professional development for colleagues. A math coach will provide targeted PD in cycles for different grades. Much of the focus of the PD will be on differentiation of instruction in math and on problem solving.</p>	<p>Approximately 20 teachers and administrators who will turnkey to others</p>	<p>Aug 2015- June 2016</p>	<p>Principal, AP in charge of math</p>
<p>Teachers will provide differentiated instruction through small group instruction, leveled math games, and one on one conferring. In addition, 4th and 5th graders who need additional support in math will be taught in a smaller math class of approximately 16 children by a highly skilled math teacher. Some math intervention will be provided to other grades either during the school day or in after school learning clubs.</p>	<p>All students, with particular attention to those struggling with math.</p>	<p>Sept 2015- June 2016</p>	<p>AP in charge of Math.</p>
<p>All teachers will increase instructional time devoted to math. In 4th and 5th grade, math will be taught at least 7 periods a week. In grades 1-3, in addition to at least one period a day of math</p>	<p>All teachers and students.</p>	<p>Sept 2015- June 2016</p>	<p>All assistant principals and principal</p>

workshop, teachers will build in an extra 50 minutes of math into the week through problem of the day, week or month or routines focused on math. In Kindergarten, all teachers will teach at least one period of math per day, which will include math routines.

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Tax Levy (all classroom teachers and administrators); PTA money for PD

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF	X	PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

In February we will look at progress toward meeting our two goals in this section by doing the following:

- Looking at student work, particularly end of unit and mid-year assessments developed by the grades.
- Observations in math using the Danielson framework to confirm the amount of time spent on math and the alignment to the CCSS.
- Mid-year Math Leaders Meeting
- Review of math report card grades before March report cards go out, with the goal of having at least 75% of students meeting benchmark in math.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

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

As a high performing school our students do well on a variety of measures. For example, this year we were designated as a Rewards School by New York State. Our ELA scores are extremely high—for example, based on the 2014 exams our fifth grade scores were 9th in NYC, with most of the schools above us being screened gifted programs. 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 have focused explicitly on this with our ICT teams using the Teachers College Integrated Classroom Project (TCICP) and mapping curriculum using a structure we’ve learned from them of “all, some, few.” 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. We believe that one of the reasons why our students do so well is that there is a school culture where students feel safe, supported, and challenged by their teachers and peers. We have professional development that addresses meeting the social/emotional needs of students. We have a very low suspension rate and our guidance counselors are proactive, running lunch groups for children who need extra support in getting along with peers. We fund an “at risk” guidance counselor in addition to our mandated counselor. Our needs assessment is ongoing and includes discussion with teachers at grade meetings that are built into the school day for one hour every third week; our IPCs (one on one meetings) with teachers; our monthly Pupil Personnel Committee meetings; 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. An essential aspect of our supportive environment is a rich and engaging curriculum that is accessible to all students. Creating a supportive environment for learning is a critical goal for PS 321 and permeates all of what we do. Our rich curriculum supports children in many ways, as does the element of choice that is critical to our workshop approach to teaching. Our integrated curriculum units are ones that appeal to all students and allow for multiple access points.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

All students will have access to a rich curriculum that includes at least two integrated curriculum units per grade as well as significant guided choice across the curriculum in Readers Workshop, Math Workshop, and Writers Workshop as determined by observations by supervisors.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>A set of PS 321 Community Standards is introduced the first day of school and referred to throughout the year. Each teacher begins the year with several community building/conflict resolution activities. Teachers also include community building activities throughout the year and refer back to the PS 321 Community Standards. .</p>	<p>All students</p>	<p>Sept 2015- June 2016</p>	<p>All teachers and supervisors</p>
<p>Teachers thoughtfully select materials and develop curriculum that supports the respect initiative and the diversity of our community. Fourth grades all have a unit of “Social Issue Book Clubs,” and fifth grades all have a unit of “Global Issue Book Clubs.” .</p>	<p>All students</p>	<p>Sept 2015 to June 2016</p>	<p>Classroom teachers, library teacher, AP in charge of Literacy and Social Studies</p>
<p>An active Diversity Committee celebrates the diversity of our community and raises awareness about respecting differences. The also hold evening presentations and a special Family Night, “Around the World in 80 Minutes.”</p>	<p>All students will benefit from the work of this committee of parents and teachers</p>	<p>Sept 2015- June 2016</p>	<p>Diversity Committee Parent Co-chairs, Principal, and Diversity Committee teacher reps</p>
<p>We will continue to focus on making sure that lunch/recess is a calm and productive time for children. Peer mediators are trained in a full day training session and then help solve problems at recess. We added a third lunch period for Kindergarten last year in order to have fewer children eating lunch at the same time which is making lunch a calmer time; we will continue this in the coming year.</p>	<p>All students</p>	<p>Sept 2015- June 2016</p>	<p>Assistant Principals; teachers and paraprofessionals supervising lunch/recess.</p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.										
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A	Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF	X	PTA Funded		In Kind	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

During mid-year grade meetings and meetings of the parent/staff Green and Healthy and Diversity Committees we will assess if we are making adequate progress toward implementing the curriculum and projects noted above.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

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

Our Quality review notes, under indicator 4.2, that “All staff are engaged in professional learning collaborations that are frequently teacher led and focused on continually growing practices to meet the needs of a diverse population of learners.” We believe that this area is a real strength of our community, and we put many mechanisms in place to make sure it continues to happen. Because we are such a large school, however, we need to have clear structures for collaboration that facilitate collaboration both within a grade and cross grades. In addition to the collaboration within our school, we are excited about cross-school collaboration. We were a successful Learning Partners Host School this year, and we will be a Learning Partners Plus host school next year. Through this collaboration with seven other schools, we will be able to share best practices across many schools. The focus of our collaboration with our Learning Partners schools will be literacy, based on the fact that by all measures, from test scores to observations to feedback from parents and visiting educators, this is a particular area of strength in our school.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

All PS 321 teachers will have the opportunity to participate in at least 7 cycles of Professional Development throughout the year, some of which are grade based and some of which are cross grade. At least 14 teachers and 4 supervisors will participate in collaborations with teachers outside of our school through our Learning Partners Plus program.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Our planning for our PD cycles is collaborative, based on input from teachers at grade wide planning days, on data collected by administrators on teacher forms collected at our final summative conferences, and at a PD planning meeting held on June 15, 2015. This meeting was attended by 10 teachers and three assistant principals. In addition, at ongoing grade meetings and administrative team meetings we analyze areas that we need to focus more attention on based on our classroom visits and looking at student work. A feature of our Monday PD is at least three “DYO” (Design Your Own) PD cycles where teachers make decisions about what kind of PD will best meet their needs and work collaboratively to facilitate this.</p>	<p>All teachers and paraprofessionals</p>	<p>Sept 2015- June 2016</p>	<p>Principal, Assistant Principals, Math Leaders, Grade Leaders, Tech Leaders, Math Coach</p>
<p>With the input noted above, the principal will draft a plan for the year for Monday PD cycles for classroom teachers, cluster teachers, and paraprofessionals. This plan will be presented at grade meetings in September and revised based on input.</p>	<p>All teachers and paraprofessionals</p>	<p>Sept 2015- June 2016</p>	<p>Principal</p>
<p>In addition to Monday PD, classroom teachers will have grade meetings every two weeks last period that are built into the schedule. During this time teachers on a grade will be able to collaborate on developing curriculum, analyzing student work, and presenting best practices to each other. Each teacher will be responsible for facilitating or co-facilitating at least one grade meeting.</p>	<p>All teachers and paraprofessionals</p>	<p>Sept 2015- June 2016</p>	<p>Principal and Assistant Principals</p>
<p>Our Learning Partners Plus model will consist of many different Learning Communities that we will establish in September based on feedback from all of the schools involved and the work we do over the summer with our partner schools. We anticipate at least 7 different learning communities with different teachers from the 7 schools . These LCs will hold intervisitations and meet 4-5 times throughout the year</p>	<p>At least 14 teachers in this school and all administrators</p>	<p>June 2015- June 2016</p>	<p>Principal, Model APs, Model Teachers</p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Assistant principals, principal, and math coach coordinate PD. In addition, the principal (now designed a master principal) and two model APS coordinate the Learning Partners Plus program.

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF	X	PTA Funded		In Kind	X	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

During mid-year reflection meetings with each grade, a mid-year grade leaders meeting, and a mid-year meeting of teachers on the Learning Partners team we will evaluation where we stand in terms of meeting our goals.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

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

In the 2013-14 School Survey, 100% of parents either strongly agree or agree that the principal communicates a clear vision for the school. 100% of parents either strongly agree or agree that school leaders place a high priority on the quality of teaching. And 100% of teachers strongly agree or agree that the principal makes clear to the staff his or her expectations for meeting instructional goals. But our effective leadership involves teacher leaders as well. Our math leaders have been essential in leading the school as we’ve raised expectations in mathematics. Our grade leaders serve as literacy leaders and keep their colleagues on track by sending out monthly email reminders about pacing and curriculum. They also help develop topics for grade meetings. Our technology leaders are instrumental in not only providing technology support to colleagues, but in working collaboratively with families to propose technology priorities for the future.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

Our teacher leader teams will have clear goals that they and the administration determine early in the year and that they will accomplish.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	
<p>Math leaders will do what is listed in the Math Leaders Description 2015-16 that was sent to all staff. Here is the description with details:</p> <p>Math Leaders Description 2015-2016</p> <p>Given our ongoing focus on strengthening Math at PS321, Math Leaders have a key role to play on their grade and in the school community. The purpose of this description is to clarify the work of Math Leaders going forward, and the time commitment that being a Math Leader entails. If you have questions about any of this, please reach out to Sara Despres. Thanks for considering being part of the Math Leader team.</p> <p>The Work</p> <ul style="list-style-type: none"> • Develop/revise assessments: Beginning of Year, End of Year, and Unit, others as necessary. • Revise pacing calendar (June – August). Teachers will be paid per session for summer work. • Try pilot modules of Eureka Math curriculum and give feedback to the grade/school. • Try new strategies taught in professional development and provide feedback on them. • Create/find curriculum for differentiating math (extension, remediation). • Collaborate with other Math Leaders on the grade to lead grade meetings. • Assist with planning and activities at Family Math Night. • Assist teachers who are new to the grade with Math. 	<p>Math Leaders-- approximately 2 per grade selected in spring 2015</p>	<p>July 2015- June 2016</p>	<p>AP in charge of Math, Principal, Math Coach</p>

<ul style="list-style-type: none"> • Coordinate grade inventory and distribution of math supplies needed. (February/March) • Help plan cross-grade professional development with other Math Leaders and Administration. <p>The Time</p> <ul style="list-style-type: none"> • 2-3 preps or lunch periods per month (Math Leaders will be paid for missed preps/lunch periods.) • 1 DYO Professional Development Cycle spent on Math • 1 afterschool K-5 Math Leaders Meeting per month that will end by 4:30 (Monthly meetings will be scheduled at the start of the school year so you know well in advance when they are. Teachers will be paid per session for time beyond the contractual school day.) 			
<p>Technology leaders will do what is listed in the Technology Leaders Description 2015-16 that was sent to all staff. Here is the description with details:</p> <p>Technology Leaders Description 2015-2016</p> <p>As the technology leader you provide support to colleagues is using technology and also serve on the parent/staff technology committee.</p> <p>The Work</p> <ul style="list-style-type: none"> • Support teachers in the use of technology. • Help colleagues with technology set up. • Serve as a member of the Parent/Staff Technology Committee . • Lead a workshop at family technology night. • Advise the administration regarding technology use and priorities • Coordinate grade based digital file sharing. <p>The Time</p> <ul style="list-style-type: none"> • At least one period a week (could be a prep, lunch, or after school) where you are available to support your colleagues. You will be paid per session or missed prep for this. • Attend 6-8 after school Technology Committee meetings with parents during the year. You will be paid per session for this. 	<p>Technology leaders, approximately one per grade plus the technology teacher</p>	<p>Sept 2015- June 2016</p>	<p>AP in charge of technology; tech leaders</p>

• One evening workshop for which you will be paid per session.			
A hiring committee of approximately 4 teachers, 2 APs, and the principal meet interview and decide on candidates for new teachers collaboratively.	Teachers	April 2016-- August 2016	Principal
Model teachers commit to taking on a leadership role in the Learning Partners Plus program and working collaboratively with the principal and APs to lead this work.	6 Model teachers	June 2015- June 2016	Principal

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
We will use funding from Learning Partners, tax levy funding and PTA funding to compensate the various teacher leaders. The principal coordinates the grade leaders and Learning Partners team; one of the APs coordinates the Math and Tech Leader teams.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	X	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.										
We will hold mid-year meetings of the math leaders, grade leaders, tech leaders, learning partners team, and administrative team to see how we are progressing toward meeting our goals.										
Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.										

Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

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

Our school is well-known as a model school for family involvement. In our 2015 Quality Review , we received a “Well developed in 3.4, “High Expectations,” with the review writing as a finding, “The school has established a culture for learning that consistently communicates high expectations to staff and families toward students achieving college and career readiness.” Under “Supporting Evidence,” the reviewer notes that: “ Parents serve as “Learning Friends,” meeting weekly with an individual student. Close to 1,000 parents join teachers on the first Friday of every month for Family Fridays where they participate in some aspect of the curriculum with their children. For example, parents created dragon masks with their children as part of a social studies unit on China. At “Parent Math Night,” parents learned about how teachers teach math and how they as parents can have conversations with their children about mathematical thinking using mathematical language. The Parent Math Committee started a multiplication club to help 4th and 5th graders who need support learning their times tables. Parent volunteers work with small groups of children in this club every Wednesday morning. Parents also run enrichment club cycles with teachers as an after-school cycle. Additionally, parent volunteers support students in the computer lab and at kindergarten choice time.” On our 2013-14 school survey, 98 percent of parents either strongly agree or agree with the three following categories: “My child’s school keeps me informed about my child’s academic progress ” ; “My child’s school keeps me informed about what my child is learning” ; “My child’s school makes me feel welcome.”

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

We will continue our many parent involvement activities, including monthly Family Fridays, at least 4 Family Nights, breakfasts for International Families, informative workshops and meetings, and several committees that include staff and parents working together.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>The Principal will hold 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 expectations, on curriculum, and on other issues particular to a grade. Parents are encouraged to submit agenda items and ask questions.</p>	<p>All Parents</p>	<p>Oct 2015-Dec 2015 and April-2016-June 2016.</p>	<p>Principal</p>
<p>Family Fridays will be held beginning in October, and teachers set up activities that allow parents to work with children and get a sense of our curriculum. One of these Family Fridays (in March) becomes “Grandparents and Special Friends Day,” and we expand the number of family members and friends who spend time in our classrooms.</p>	<p>All Parents</p>	<p>Oct 2015-June 2016</p>	<p>Principals</p>
<p>Teachers will either establish class websites or send home newsletters monthly, and these will include information on curriculum, homework, and policies. The school will support teachers who want to start websites by offer tech support through tech leaders.</p>	<p>All Parents</p>	<p>Sept 2015-June 2016</p>	<p>Principal and APs</p>
<p>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. We will try to expand our LF program to math this year.</p>	<p>Selected parents and children</p>	<p>Sept 2015-June 2016</p>	<p>AP in charge or Literacy</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>										
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>										
X	Tax Levy		Title I SWP	Title I TA	Title II, Part A		Title III, Part A		Title III, Immigrant	
	C4E		21 st Century Grant	SIG/SIF	PTA Funded	X	In Kind	X	Other	

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

The principal attends monthly meetings of the PTA Steering Committee (officers and event/committee chairs) and also meets every other week with the PTA co-presidents. During these meetings events and initiatives will be reviewed and evaluated.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Running records; evaluation of student writing; state test scores	Small group LLI (Leveled Literacy Intervention); guided reading groups; shared and interactive writing	A combination of small group and one-to-one work	Most provided during the school day; a small number of groups meet after school
Mathematics	Grade wide math assessments in June; unit assessments in Sept; state test scores; looking at student math work.	For grades 4 & 5, pull out math groups; for all grades, differentiated math groups and leveled math games; a multiplication club for grades 4 & 5	A combination of small group and one-to-one work .	Most provided during the school day; multiplication club provided before school.
Science	Looking at student science work	Instruction that reinforces concepts taught and at times pre-teaches concepts	A combination of small group and one-to-one work	During the school day
Social Studies	Looking at student social studies work; literacy assessments	Instruction that reinforces concepts taught and at times pre-teaches concepts	A combination of small group and one-to-one work	During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Requests from teachers based on observations; requests from parents	Social skills groups; self-esteem groups	Mainly small group; occasionally one-to-one	During the school day

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

2b. High Quality and Ongoing Professional Development

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

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

4c. "Conceptual" Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal			
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local			

¹Explanation/Background:

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

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

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I Priority and Focus School Improvement Funding:** Support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with an average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the Parent Involvement Policy and aligned with student achievement goals in the school comprehensive educational plan.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)
(Required for All Title I Schools)

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

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

Your school's Title I Parent Advisory Council (PAC) is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

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

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

The school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. The

school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of the school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- Maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability, grade-level curriculum, and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, School Quality Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

School-Parent Compact (SPC) Template

[School name] , 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 on assessments.

I. School Responsibilities:

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents;

- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

- attend school regularly and arrive on time;

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

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM

2015-16 AND 2016-17 SCHOOL YEAR

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

District 15	Borough Brooklyn	School Number 321
School Name William Penn		

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 ENL teacher, and one parent.

Principal Elizabeth Phillips	Assistant Principal Dana Rappaport
Coach Alex Messer	Coach
ENL (English as a New Language)/Bilingual Teacher Melanie McIver	School Counselor Carlina Ramos
Teacher/Subject Area	Parent Anna Nadel
Teacher/Subject Area	Parent Coordinator Deb Orr
Related-Service Provider	Borough Field Support Center Staff Member
Superintendent	Other (Name and Title)

C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	0	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	1488	Total number of ELLs	34	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5
	<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11

This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education														0
Dual Language														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	35	Newcomers (ELLs receiving service 0-3 years)	34	ELL Students with Disabilities	2
SIFE		Developing ELLs (ELLs receiving service 4-6 years)	1	Long-Term (ELLs receiving service 7 or more years)	0

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL										0
ENL	34		1	1		1				0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: _____

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Dual Language (ELLs/EPs*)
K-8**

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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Freestanding English as a New 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	3		1	2	2								0
Chinese	1													0
Russian		1												0
Bengali														0
Urdu														0
Arabic					1	1								0
Haitian														0
French	2					1								0
Korean	1													0
Punjabi														0
Polish														0
Albanian														0
Other	5	2	2	2	5	1								0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)	6	1	1	1	1	1								0
Emerging (Low Intermediate)	1			1	1	1								0
Transitioning (High Intermediate)	2	2		1	1									0
Expanding (Advanced)	2	3	1		5	3								0
Commanding (Proficient)		3	2											0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT <u>AND</u> TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT <u>AND</u> TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total						1								0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total	0	3	2	5	0	2								0

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4	2						1		0
5					1				0
6									0
7									0
8									0
NYSAA									0

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry Math _____				
Chemistry				
Earth Science				
Living Environment				
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography				
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
The school uses Fountas and Pinell running records to track the progress of ENL students. The data suggest that many of our students become fluent readers in English on grade level within three years. This assessment tools allows the teacher to look carefully at comprehension and vocabulary development as well as phonetic understandings and conventions. It is also interesting to note, children that are able to read grade level text in F&P are more likely to reach commanding level on the NYSESLAT. This allows us to predict more accurately the students we will continue serving and focus on student that require more support in English language development. This data allows us to fine tune intervention services to pinpoint areas of individual students and target these skills.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
Given the small population in our school it is easy to analyze the existing data and discover trends. The data reveals that we have the highest number of students reach commanding level in the lower grades. We have few students who remain in the English program in the upper grades unless they began school in the U.S. in upper grades. Our outliers are generally students with special needs and have been identified as have special needs and are receiving support in both ENL and related services. We have also found that many of the students in our school begin in kindergarten multilingual but do not require ENL services. In these cases parents are fluent in many languages as well as children. Primarily most of our recently enrolled student that are given the NYSITEL and require services preform at the entering or emerging levels on the NYSITELL. However we do have students that are beginning in school with instruction in English from there native country and or parents.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
Although we have tried several times from two different computers, we were unable to access the AMAO tool on the DOE website.
- For each program, answer the following:
 - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - What is the school learning about ELLs from the periodic assessments? How is the home language used?

Children that are able to read grade level text based on Fountas and Pinnell assessments are more likely to reach commanding level on the NYSESLAT. Most of our students test out of ELL programs by the upper grades. Our students who remain in the ELL program often have IEPs and are receiving both ELL and special education support. We do not give ELL periodic assessments, and we have almost no students who take a test in their native language.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RTI) framework (for grades K-5). [Refer to *ELL Policy and Reference Guide, Support Services for ELLs (RTI and AIS)* section and *RTI Guide for Teachers of ELLs*.]

In our school we are able to give ENL students who score below proficiency levels and/or are progressing atypically supportive services. We take into consideration the years of ENL instruction, English and home literacy levels, emotional development and parent requests or teacher concerns in order to develop additional support for these students. After students have been given the support the school looks closely to develop more mandated support if needed. Given the fact that ELL are not a monolithic group we are careful to look carefully at all contributing factors that can be altered in order to support English development and academic success. Students in this position may be in other RTI groups that are working on specific skills with a focus the child may need to become more successful and track their growth through student work. If it is determined that a student would benefit from the additional mandated support of Special Education services the RTI is used to determine need or eligibility.

6. How do you make sure that a student's new language development is considered in instructional decisions?

In our school we give students who progress atypically more support using the RTI model. For example, based on the data from previous years we begin to approach the students needs by choosing specific supports that match the area of struggle. In some cases a student may benefit from an extra period of writing that helps develop structure and organization but for another student it may be more important that they work on developing comprehension strategies or get additional support in a guided reading group. We look at multiple measures to assess where students are in math and ELA and provide them with targeted support. Within the classroom, we place ENL students in heterogeneous groups that have the same language objectives in order to be able to address their specific needs.

7. For dual language programs, answer the following:

- How are the English-proficient students (EPs) assessed in the target language?
- What is the level of language proficiency in the target language for EPs?
- How are EPs performing on State and other assessments?

NA

8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).

In order to evaluate the success of the ELL's in our school we look at Fountas and Pinnell running record assessments, teacher developed grade-wide math assessment, ongoing conferences in math reading and writing, and the ELA, Math, and NYSESLAT scores. We meet AYP for ELLs. Given the number of students who reach grade-level benchmarks in ELA and math and the fact that so many of our students reach Level 4 or 5 on the NYSESLAT, we believe that our program is successful.

Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K-12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to *ELL Policy and Reference Guide, ELL Identification* section.

Identifying ELLs in our school begins at registration. All parents are required to complete the HLS upon registration and if they respond in a language other than English and parents are interviewed by a licensed pedagogogue to determine the need for interpretation services. At that point parent and student are then interviewed to determine eligibility for NYSITELL testing. If student is eligible then they are given the NYSITELL to determine the need for ENL services. This is given within 10 days of enrollment. If students are Spanish speaking they are given the Spanish Lab. The HLS are conducted by either Dana Rappoport (AP with an ESL teaching license), Melanie McIver (ESL teacher) or Glenda Lawrence (RTI/AIS teacher). Translation and interpretation services are used when necessary. The NYSITELL is administered by either Melanie McIver, Glenda Lawrence (RTI/AIS teacher) or Melissa DePinto (RTI/AIS teacher).

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

In order to identify SIFE students within 30 days of enrollment the process begins at enrollment. Determining SIFE status begins upon completion of the HLS when the parents are asked to identify prior schooling. If it is determined that the student after administering the SIFE oral questionnaire and looking at student work the student will be given the LENS if it is available in their native language.

Upon determining SIFE status it will be entered into the ATS computer and an appropriate program to address academic and emotional needs is determined.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).

In cases where the student is entering school with an IEP the school LPT team is formed and decides whether student will be given the NYSITELL. The LPT consists of the assistant principal Dana Rappaport or principal Elizabeth Phillips, Melanie Mciver (Special Education Teacher/ ESL teacher) , School psychologist (Lauren Siebel) and/or School social worker (Linda Piester) as well as parent of student. Translation or interpretation services are available if necessary and these decisions are made within 20 days of enrollment. If it is determined necessary, then the student takes the NYSITELL to determine eligibility. If the LPT does not recommend that the student take the NYSITELL then this information is reviewed by the principal and then this is reviewed by superintendent or designee and ELL process terminates.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

The ESL teacher determines the new admits that have indicated on the HLS interviews in the end of the year and in September they begin testing students as well as any new admits from the summer. As soon as students are tested the letters are sent home.

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).

In the case that a student may have been mislabeled an ELL or not identified our school will begin the reidentification process. This will happen given a written request from the parent or guardian and/ or teacher within 45 days of enrollment. Given a situation such as this parents are met with to explain their rights and the process. It is also explained in the parent orientation meeting. In these situations we review all related documents as well as student work in both English and home language to determine if student needs to be tested using the NYSITELL or in the case that students was given the NYSITELL. If it is determined that the student is not an ELL by a qualified personnel then a letter will be sent to parents and the designee for the DOE. All records are copied and filed and the ESL coordinator has access to the files.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

Parents are invited to a parent orientation meeting, conducted by Melanie Mciver (ESL teacher) to explain the possible programs available to them upon determination of ELL status of their children. They are also given a contact at the school and if possible a contact that shares native home language. When the entitlement /non entitlement letters are delivered they are also given an invitation to the parent orientation along with a contact if they need to request a different time then currently being offered. This is to ensure that parents are given the information within a time frame that allows for choice. A large majority of our parents of ESL students speak English and request information in English.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.

Our on-site meetings are the best way for us to communicate with our ELL families. In addition, surveys are sent home in homework folders and we use email for outreach as well. In some instances parents will meet with ESL teacher individually in order to fill out the survey and / or it will be sent home and returned to school. Outreach is made to parent that do not return form to let them know about programs available. If a parent has requested (as per the HLS) then translation services are available.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.

The ENL teacher is responsible for contacting families that have not returned the Parent survey and program selection. At times this means sending a request in the parent's native language in order to ensure understanding.

9. Describe how your school ensures that placement parent notification letters are distributed.

Letters are placed in homework folders and email is sent to ensure that the parent receives them. Parents return letters during the parent orientation meeting. The current ESL teacher is responsible for contacting all parent whose children have been identified and are entitled to support. Translation and interpretation services are available during this meeting as well as in the letters sent home. Parent choices are stored in a file and entered in ELPC screen on ATS.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).

Copies of all communication is saved in the school. Copied of the HLS are made and originals are placed back in cumulative folders. The nonentitlement/ entitlement letters are copied and saved by year on the computer and hard copy The ESL coordinator is responsible for maintaining records and all administrators have access to the records.

11. 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.

A team of licensed pedagogues (Glenda Lawrence, Sally Volpe, Melanie Mciver), work to administer all parts of the NYSESLAT within the time frame given. The ENL teacher creates a schedule and then the other teachers introduce themselves to the groups of

students they will be administering the test to. The school uses the RNMR and RLAT to determine eligibility for the NYSESLAT. Prior to testing, the testing team will walk through directions for administration in order to ensure compliance produce accurate results. Upon completion, days are set aside in order to allow for absences and or illness during the test.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. Letters are distributed by the ENL teacher within the first 10 days of school. These letters are in the preferred language indicated on the HLS.
13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

Based on the nature of our population many parents are most interested in a freestanding ENL program. Many of the students come from countries where they have learned English in their previous school and have on parent who is fluent in the language. In relation to the 1974 Aspira in our school we have yet to have a sufficient number of students in a solitary language to offer a bilingual program. It is very rare that we have even one child who does not select freestanding ENL program.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (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]).
 - a. Freestanding ENL program.

In our freestanding ENL program students are grouped by grade at times and at other times by proficiency level. All of the students that are newcomers or at the beginning level receive 180 minutes of Stand alone ENL in order to develop language skills necessary to access what is happening in the classroom. The other 180 minutes are given as intergrated ENL as a support to developing a better understanding of content within the curriculum. In order to meet the needs of our as they become more sufficient as per CR 154 we deliver instruction aligned to support the curriculum in their calssroom. While students skills are emerging we support them with 90 minutes of standalone ENL and then as skills progress we move to the more intergrated support of ENL that is aligned to support student in developing academic language skills that support content area within the classroom.
 - b. TBE program. *If applicable.*

Not applicable at this time.
 - c. DL program. *If applicable.*

Not applicable at this time.
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

In order to meet the mandates of the students they are given an array of support both in homogeneous grouping that focus on targeting skills that enable access to the curriculum and then support in intergrated groups that allow them to develop proficiency in grae lveel content area assignments. The current ESL teacher would coordinate scheduling to assure the mandates are met and appropriate support is given for these students. Students at the Entering level are given are given 360 minutes of ESL support, 180 in stand alone ENL instruction and the other 180 in itergrated groups to support ELA progress. Emerging is given less satnd alone (90 minutes and then the rest is intergrated ENL. Intermediate and advanced (Transitioning/ Expanding) are given 180 minutes of instruction in itergrated ENL. Our commanding students are added to other intergrated groups to support the transition to independent work.
3. Describe how core content is delivered in each program model. 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.

Core content is given in a variety of methods. All instruction is given in English but native language support is given when needed. At times it makes most sense to pull a small groups of ENL from a single grade to work on a writing project where the

teacher may brainstorm vocabulary, use a graphic organizer to show the structure of a the essay and or encourage and teach use of translation dictionaries and or technology to support vocabulary in writing. At other times the support may rest on building foundational skills needed to reach common core expectations. For example, students may need to learn the alphabet and corresponding sounds in order to begin to develop skills that will allow them to access the readings on their grade level. Push in and pull out models are used based on the needs of the students. Depending on the teaching objective they may use TPR (Total Physical Response), collaborative or cooperative projects, language experience approaches and or Cognitive academic learning approaches. In general the school philosophy is one that supports direct experiences as a way to construct ideas and is language rich in all areas. This presents great opportunities for the our ENL students .

4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

In most cases in our school the children are living in bi - or multilingual homes. Parents are continuing to teach these children all academic areas in their native language. In the area surrounding the school many students continue to take classes in native languages as well.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

PS321 has a battery of assessments used to track student development. All students in the ESL program are assessed using Fountas and Pinnell running records, they are expected to complete writing assignments in order to develop new goals for them and within math they are completing end unit assessments as well as benchmark assessment at the beginning and end of the year. Oral language skills are assessed primarily in the classroom unless students are still working on speaking in larger groups. In that case they are assessed in the smaller ENL groups.

6. How do you differentiate instruction for each of the following ELL subgroups?

a. SIFE

b. Newcomer

c. Developing

d. Long Term

e. Former ELLs up to two years after exiting ELL status

a. For SIFE students it is important that we address the underlying splintered skills as well as developing new English language skills. In these cases SIFE students may require more support throughout the day . This means that on top of ENL services the student would require support to catch them up to current grade level.

b. Newcomer will be given 180 minutes of ENL standalone services in order to develop basic language skills along with 180 minutes in order to develop common core skills. Because newcomers are working on basic language skills it is generally a pull out service. At times it can be push in to support acclimation to the classroom work.

c. Developing ELL's have mastered many of the basic skills we continue to provide instruction enabling them to develop deeper understandings of language as well as scaffolding support to meet the common core standards in all content areas. These support are push in or pull out based on the proficiency task.

d. In our school we are fortunate to have very few , if any long term ELL's. In these rare instances ELL student are usually identified as SWD as well. These students are given both ENL support services along with special education service in order to develop strategies that ensure their academic progress.

e. Former ELLs are continued to give support as needed and are still given testing accommodations. These students require integrated ENL and are supported to transition to independence.

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section.

The reidentification process is used after a request from the parent/ guardian or teacher. Then the school will examine all documents related to the case as well as review the student's work. Then school will either administer the NYSITELL or decide it is unnecessary. Principal ultimately, in collaboration with qualified personnel determines ELL status for the student and parents are notified as well as the superintendent or designee. Further notification is sent from the superintendent to the principal and to the parent and student.

8. 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?

All ELL- SWD are working in grade level materials when appropriate. In many cases they need support to complete assignments and are developing specific strategies to increase vocabulary and word attack, problem solving and computation skills as well as the use of graphic organizers, brainstorming vocabulary and structure and grammar in writing assignments. They are receiving all related mandated services.

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

ELL-SWD are placed in a Collaborative teaching classroom and receive the support services in ESL and within the ICT classroom. This minimizes time out of the classroom. In cases where students have been placed in general education classrooms the ESL and SETTS teacher meet periodically in order to ensure the student is progressing or adjust the services to meet his/her needs.

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(u) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student's language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



*Note "other approved services" does not apply to New York City at this time.

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

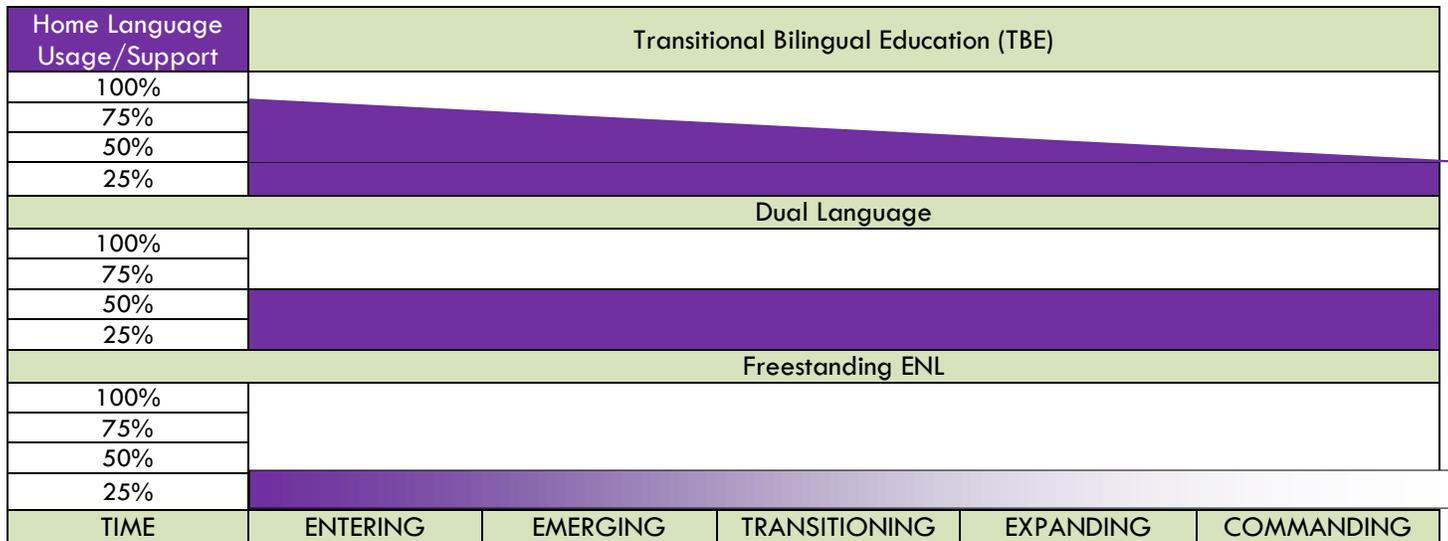


*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
We use a variety of targeted interventions. Students are in LLL groups to address ELA needs and in some cases student are part of a Wilson reading group to address word attack skills and fluency. More recently a strong focus on math and the language and skills have generated smaller learning groups to address specific concepts for ELLs. For example small group afterschool instruction that targets fractions.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
At this point given our data shows we are effective in creating a program that enables many of our ELL's to reach commanding within 2-3 years. This being said we need to look carefully at our ELL-SWD in order to assure we are seeing progress in those student at an increasing rate. During professional development--both in house and through Teachers College Reading and Writing Project--we make clear to teachers that they all have a role in moving our ELL students forward. Each grade has a rich social studies curriculum that provides a great deal of content to all students, including our ELL students. Teachers go on many social studies related trips. In science, we combine hands on lab experience with talking, reading, and writing, and our students learn about the scientific process. We have a very strong focus on differentiation in math and in helping children articulate their mathematical thinking.
12. What new programs or improvements will be considered for the upcoming school year?
This year as a school we are looking carefully at how to improve our math curriculum by differentiating for ELL students. This means looking carefully at language and learning objectives to support ELL students in developing concepts and comprehension surrounding mathematics.
13. What programs/services for ELLs will be discontinued and why?
N/A
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
ELL students are invited to all afterschool programs in our school. In some instances the programs are developing the native language or are enrichment programs in art, computer, etc. We also offer programs that are designed specifically for the ELL population giving them first priority and access.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
Throughout the year ELLs are encouraged to become increasingly independent. They are encouraged to read in their native language and taught how to use the computer to loosely translate as well as use dictionaries and thesauruses in order to grow linguistically. When possible, books in both English and native languages are used. For example some children's books are printed in both Swedish and English allowing the child access from two languages. In other instances it makes most sense to follow a program (LLI) to ensure students are gaining appropriate sight words and comprehension.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
At this point our school only has ENL program. Support in home language is given through dictionaries, computer programs and support of staff members and former ELL students.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
In order to make sure all required support and services correspond to ELLs grade level, many grouping are based by grade. All of the teachers are very familiar with the Common Core standards on their grade and their instruction is CCS aligned. Although we have high standards for all students, we know that it is important to differentiate so that all students have access. We have used UDL structures to help ensure that this happens.
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).
Along with the parent orientation our school sets up buddy systems with former ELL students and newcomers that enable them to support the newer students in their home language. We also have an international parent breakfast in order to connect newer families to families that have transitioned previously.
19. What language electives are offered to ELLs?
N/A
20. For schools with dual language programs:
 - a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
 - b. In which language(s) is each core content area taught?
 - c. How is each language separated for instruction?

- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
ELL teachers participate in Monday PD focused on literacy, including meeting the needs of ELL students. There are different cycles of PD that are customized based on the needs of the teachers in the group.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
Much of our Monday PD time focuses on differentiating teaching to help students meeting the CCLS. For example, teachers are currently engaged in a 6-session math inquiry cycle focused on differentiation to meet the needs of children who struggle in mathematics, including ELL students. In addition, cycles of professional development with staff developers from Teachers College Reading and Writing Project focus on this as well. One of our TC staff developers, Amanda Hartman, is an expert on working with ELL students.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
ELLs who continue to need support are in a small RTI group in 5th grade with a Reading Teacher who helps them develop the skills and strategies they need to be independent learners in middle school. In addition, one of our OTs works with 5th graders on developing organizational skills.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.
Agenda from meetings; note-taking sheets that include attendance.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

In order to keep parents abreast of the child's learning they are invited to curriculum conferences with the ENL teacher and international parent meetings that take place quarterly to discuss school related issues. The ESL teacher is available by email and throughout the year meets with parents to continue to support the families with ideas for home language support and or enrichment activities in the surrounding areas. In addition, there are monthly parent workshops or Family Nights such as Family Math Night, Family Arts Night, Green and Healthy Night, and more. In addition, teachers schedule an additional individual meeting with each ELL family to which the ELL teacher and any RTI teachers involved are invited.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [*ELL Policy Reference Guide, Parent Selection and Program Placement*](#) section.

Parents are informed of the programs available for ENL students in the parent orientation meeting led by the ESL coordinator.. The parents are required to sign an attendance sheet to be able to make sure all parents have been given the information. In cases where parents need more direct attention and email may be sent or a letter allowing them to choose another time. All correspondence is filed. Translation and interpretation services are available when needed.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. In general parent involvement in our school is encouraged. International parents are encouraged to volunteer during lunch or in the yard. The PTA has a liaison that reaches out to the International parent group in order to inform them of the many ways they can assist at the school. These include evening activities as well as volunteering on committees in the PTA. The parent coordinator and head of the PTA schedule and develop different volunteer opportunities for parents. Teachers also allow parents the opportunity to volunteer in the classroom. In many cases newer ESL parents will volunteer in lunch or recess to support their children socializing. In addition, there are monthly parent workshops or Family Nights such as Family Math Night, Family Arts Night, Green and Healthy Night and more. Our "Family Fridays," scheduled the first Friday of every month, are a wonderful opportunity for parents of ELLs to gain a better understanding of what is happening in the classroom. During these times, parents come into the classrooms to do an activity with students, which might be reading, social studies, playing math games, doing art together, etc. The parent coordinator sends out a weekly e-bulletin that most of our families, including ELL families, subscribe to so she helps keep parents informed this way. In addition, she is available to meet with parents as needed and is knowledgeable about how to access translation services.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? As a community school we are informed of the various programs that cater to the varying international groups in our community to be a resource for parents new to the country.

5. How do you evaluate the needs of the parents? We discuss their needs in parent groups in order to develop supports for newer parents. In some instances families that are from the same country are asked to buddy up. In other instances, parents who have gone through the middle school process are asked to share ideas and thoughts with newer parents.

6. How do your parental involvement activities address the needs of the parents? Parents have shared that they feel very welcome in the school and enjoyed the different ways that they can volunteer. In some cases parents are shy and are interested in helping in organizing events and in other instances the parent would rather be in the lunchroom. The variety of ways that they can be involved ensures that parent needs are met. Translation and interpretation services are available for all parent interactions. In some cases a professional in the school is fluent in a language of a newcomer.

D. Additional Information

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

Part VI: LAP Assurances

School Name: _		School DBN: _	
Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Elizabeth Phillips	Principal		
Dana Rappaport	Assistant Principal		1/1/01
Deb Orr	Parent Coordinator		1/1/01
Melanie McIver	ENL/Bilingual Teacher		1/1/01
Anna Nadel	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
Alexander Messer	Coach		1/1/01
	Coach		1/1/01
Carlina Ramos	School Counselor		1/1/01
	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **15K321** School Name: **PS 321**
Superintendent: **Anita Skop**

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training (www.learnndoe.org/tiu/lac) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

The school uses the contact cards and part III of the HLS to determine the language used for communication. We then access either translation or interpretation services to translate letters, flyers or parent notifications, if they are not available in the language requested. Based on the contact cards and HLS we will create a report with the languages that parents speak, by grade and class.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

Although we do have a small percentage of parents that have primarily languages other than English most parents request information in English. Parents request information in Spanish, French and Arabic. We have school staff that is able to translate in each of these languages in order to communicate with these families.

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

In our school the important announcements are given out in English unless otherwise indicated. If the student/family has requested communication in Spanish, French or Arabic the document is translated within the school or translation / interpretation services are rendered.

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

In parent teacher conferences, meeting with the guidance counselor or curriculum nights translation is available for these parents. Professionals within the school are familiar with the individuals who are fluent in these languages and call for assistance when necessary.

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

In general the school is able to use in house translation for written notices, P/T conferences as well as curriculum conferences. At times when we are not able to use school personnel the Translation and Interpretation unit is used. We also make available translated versions of documents that are available through the DOE.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

Our school will use in house staff to address the needs of our parent population. In cases where we do not have personnel available outside translation and interpretation services will be used. We maintain a roster of bilingual staff who can be called upon to interpret and we let staff know about this through the staff newsletter.

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

The principal has included information about this in several different staff newsletters that are sent to staff every weekend. There are always reminders sent out to staff with the phone number of the interpretation services before parent-teacher conferences. In addition, she featured it in a staff meeting. Staff will be given copies of the "I speak" card.

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

In accordance with CR A-663 all needed translation will occur in a timely fashion. They will address all registration application and selection processes, documents that discuss standards and performance, conduct safety, transfers and discharges as well as special education and related services. Critical documents regarding health will be communicated orally when time factors are necessary.

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

During the international parent meeting as well as individual meeting parents will be asked if services have been available for translation and is there any way to improve the current system. Based on feedback at our October International parents meeting, we set up an email group so that they can correspond with each other.