Department of Education

SAMUEL F. DUPONT, PS 31
MAGNET SCHOOL FOR THE ARTS & HUMANITIES

2009-10
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: 14K031
ADDRESS: 75 MESEROLE AVE, BROOKLYN, NY 11222
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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 14K031 **SCHOOL NAME:** Samuel F. Dupont, Magnet School for the Arts & Humanities

SCHOOL ADDRESS: 75 Meserole Ave., Brooklyn, NY 11222

SCHOOL TELEPHONE: 718-383-8998 **FAX:** 718-383-5652

SCHOOL CONTACT PERSON: Mary Scarlato **EMAIL ADDRESS:** mscarla@schools.nyc.gov

POSITION/TITLE	PRINT/TYPE NAME
SCHOOL LEADERSHIP TEAM CHAIRPERSON:	April Metzger
PRINCIPAL:	Mary J. Scarlato
UFT CHAPTER LEADER:	LouAnn Gallo
PARENTS' ASSOCIATION PRESIDENT:	Marisol Rivera
STUDENT REPRESENTATIVE: *(Required for high schools)*	

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 14 **SSO NAME:** Community

SSO NETWORK LEADER: Ada Orlando

SUPERINTENDENT: James Quail

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

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

Name	Position and Constituent Group Represented	Signature
Mary J. Scarlato	*Principal or Designee	
LouAnn Gallo	*UFT Chapter Chairperson or Designee	
Marisol Rivera	PTA President	
	Title I Parent Representative *(suggested, for Title I schools)*	
	DC 37 Representative, if applicable	
	Student Representative *(optional for elementary and middle schools; a minimum of two members required for high schools)*	
	CBO Representative, if applicable	
Stacey Berger	Member/Assistant Principal	
April Metzger	Member/Teacher	
Janet Zukowski	Member/Teacher	
Jennifer Pasquin	Member/Parent -Lower Grades	
Grace Cao	Member/Parent-Upper Grades	
Helen Geist	Member/Parent-Upper Grades	
Helen Mena	Member/Parent-Lower Grades	

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

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

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

PS 31, Magnet School for the Arts and Humanities is a culturally diverse school in which the entire school community is committed to providing an environment that will educate the whole child and focus on each child's social, emotional and educational needs. We provide a highly successful standards-based curriculum infused with arts and humanities to inspire our students' imaginations and challenge their academic growth. We maintain high academic standards while adding diverse cultural and artistic programs to their educational journey. Students are expected to meet or exceed rigorous academic standards in a performance-based core curriculum. Students are exposed to literacy, history, music, visual and performing arts, foreign language and technology. The Magnet theme offers students a unique learning opportunity to explore the works of great authors, ancient civilizations, the earth and its environment. School-wide theme driven projects, author visits, trips to cultural sites, and musical performances are integrated into the core curriculum.

PS 31 embraces a passionate community of learners. As a professional learning community, collaboration between the administration and staff combined with professional development sessions ensure a learning environment where students and staff alike engage in learning. Teachers' schedules allow time for grade level collaboration in which they are involved in designing curriculum and working together to implement school programs. We have a unique mentoring program in which new teachers are paired with experienced teachers to guide them through their first two years of teaching.

The PS 31 community recognizes the importance of partnerships for the success of the school. Parents are an integral part of the school including an active PTA (Parent Teacher Association). The PTA and the School Leadership Team work closely with administrators and teachers. As a team, ideas are discussed, suggestions are made for cultural presentations and the decision making process is shared.

Partnerships with community organizations have extended student learning beyond the classroom. Through residencies, students enter the world of visual arts through sculptures, portraits and murals while utilizing skills that connect the arts to various disciplines. Cultural organizations work with students directly complementing the magnet program and ensuring high quality art instruction. They are an important resource providing ongoing professional development.

Extracurricular activities make our school even more distinctive:

- **Student Run Bookstore**
- **Chess in the Schools**
- **Residencies in visual arts, dance and drama**
- **Live theatrical performances**
- **After School Programs: Literacy/Mathematics, Chess, Table Tennis, Karate, Dance Club, ESL (English as a Second Language)**
- **Saturday Academies**
- **Monthly Parent Workshops**
- **Magnet Summer Enrichment Program**

We are very proud that PS 31 has been recognized many times for its educational excellence. In 2009, the United States Department of Education recognized our school as a *National Blue Ribbon of School of Excellence*. We were awarded the United States Department Title I Distinguished School Award on the State level in the 1996-97 and in the 1998-99 school year we received the award on the Federal as well as on the State level. PS 31 won the Mayor's Best Performing School's Award in 1997. We were the recipient of the High Performing/Gap Closing School award in 2006, 2007, and 2008. Additionally, we won the Magnet Schools of Distinction Award in 2008.

SECTION III – Cont'd

Part B. School Demographics and Accountability Snapshot

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

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT								
School Name:	P.S. 031 Samuel F. Dupont							
District:	14	**DBN:**	14K031	**School BEDS Code:**	331400010031			
DEMOGRAPHICS								
Grades Served:	Pre-K	√	3	√	7		11	
	K	√	4	√	8		12	
	1	√	5	√	9		Ungraded	
	2	√	6		10			
Enrollment				**Attendance** - *% of days students attended*:				
(As of October 31)	2006-07	2007-08	2008-09	*(As of June 30)*	2006-07	2007-08*	2008-09	
Pre-K	30	21	28		94.6	95.3	95.3	
Kindergarten	87	81	73					
Grade 1	91	90	83	**Student Stability** - *% of Enrollment*:				
Grade 2	90	79	102	*(As of June 30)*	2006-07	2007-08	2008-09	
Grade 3	106	95	81		95.8	93.0	93.1	
Grade 4	94	95	81					
Grade 5	98	93	89	**Poverty Rate** - *% of Enrollment*:				
Grade 6	0	0	0	*(As of October 31)*	2006-07	2007-08	2008-09	
Grade 7	0	0	0		65.9	65.9	65.9	
Grade 8	0	0	0					
Grade 9	0	0	0	**Students in Temporary Housing** - *Total Number*:				
Grade 10	0	0	0	*(As of June 30)*	2006-07	2007-08	2008-09	
Grade 11	0	0	0		0	1	19	
Grade 12	0	0	0					
Ungraded	0	3	0	**Recent Immigrants** - *Total Number*:				
Total	596	547	529	*(As of October 31)*	2006-07	2007-08	2008-09	
					4	4	7	
Special Education Enrollment:				**Suspensions** *(OSYD Reporting) - Total Number:*				
(As of October 31)	2006-07	2007-08	2008-09	*(As of June 30)*	2006-07	2007-08	2008-09	
# in Self-Contained Classes	14	11	12	Principal Suspensions	0	0	0	
# in Collaborative Team Teaching (CTT) Classes	6	14	14	Superintendent Suspensions	0	0	0	
Number all others	17	19	24					
These students are included in the enrollment information above.				**Special High School Programs** - *Total Number:*				
				(As of October 31)	2006-07	2007-08	2008-09	
				CTE Program Participants	0	0	0	
English Language Learners (ELL) Enrollment: (BESIS Survey)				Early College HS Program Participants	0	0	0	
(As of October 31)	2006-07	2007-08	2008-09					
# in Transitional Bilingual Classes	0	0	0	**Number of Staff** - *Includes all full-time staff:*				
# in Dual Lang. Programs	0	0	0	*(As of October 31)*	2006-07	2007-08	2008-09	
# receiving ESL services only	36	39	37	Number of Teachers	39	42	38	

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	3	0	1	Number of Administrators and Other Professionals	5	4	4
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	N/A	4	4
Overage Students (# entering students overage for grade)				**Teacher Qualifications:**			
(As of October 31)	2006-07	2007-08	2008-09	*(As of October 31)*	2006-07	2007-08	2008-09
	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	74.4	85.7	84.2
Ethnicity and Gender - *% of Enrollment:*				% more than 5 years teaching anywhere	59.0	66.7	71.1
(As of October 31)	2006-07	2007-08	2008-09	% Masters Degree or higher	92.0	93.0	92.0
American Indian or Alaska Native	0.2	0.2	0.2	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	98.5	100.0	100.0
Black or African American	5.0	4.0	3.6				
Hispanic or Latino	52.4	50.3	48.8				
Asian or Native Hawaiian/Other Pacific Isl.	11.6	12.1	11.7				
White	30.9	33.5	34.2				
Male	49.3	49.2	50.3				
Female	50.7	50.8	49.7				

2009-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:				2006-07	2007-08	2008-09	2009-10
				√	√	√	√

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School (Yes/No)		If yes, area(s) of SURR identification:					
Overall NCLB/SED Accountability Status (2008-09) Based on 2007-08 Performance:							
√	In Good Standing (IGS)						
	School in Need of Improvement (SINI) – Year 1						
	School in Need of Improvement (SINI) – Year 2						
	NCLB Corrective Action (CA) – Year 1						
	NCLB Corrective Action (CA) – Year 2/Planning for Restructuring (PFR)						
	NCLB Restructuring – Year ___						
	School Requiring Academic Progress (SRAP) – Year ___						

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
Individual Subject/Area Ratings:							
Elementary/Middle Level			**Secondary Level**				
ELA:	IGS		ELA:				
Math:	IGS		Math:				
Science:	IGS		Graduation Rate:				
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
		Elementary/Middle Level			**Secondary Level**		
Student Groups		ELA	Math	Science	ELA	Math	Grad Rate
All Students		√	√	√			
Ethnicity							
American Indian or Alaska Native							
Black or African American		–	–	–			
Hispanic or Latino		√	√	√			
Asian or Native Hawaiian/Other Pacific Islander		–	–	–			
White		√	√	–			
Other Groups							
Students with Disabilities		–	–	–			
Limited English Proficient		–	–	–			
Economically Disadvantaged		√	√	√			
Student groups making AYP in each subject		4	4	3	0	0	0

CHILDREN FIRST ACCOUNTABILITY SUMMARY			
Progress Report Results – 2008-09		**Quality Review Results – 2008-09**	
Overall Letter Grade:	A	**Overall Evaluation:**	NR
Overall Score:	83	**Quality Statement Scores:**	
Category Scores:		Quality Statement 1: Gather Data	
School Environment:	12.3	Quality Statement 2: Plan and Set Goals	
(Comprises 15% of the Overall Score)		Quality Statement 3: Align Instructional Strategy to Goals	
School Performance:	25	Quality Statement 4: Align Capacity Building to Goals	
(Comprises 30% of the Overall Score)		Quality Statement 5: Monitor and Revise	
Student Progress:	45.7		
(Comprises 55% of the Overall Score)			
Additional Credit:	NR		

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

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

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

SECTION IV: NEEDS ASSESSMENT

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

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

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

One of our greatest accomplishments has been our consistent achievement in literacy, math, science and social studies over the past ten years with evidence of a clearly upward trend. Our school has proudly received an "A" on all three of the NYC Progress Report (since inception 2006-2007, 2007-2008, and 2008-2009). We have also received a high score in School Environment with a score 12.3 in 2008-2009 which indicates a stable school climate in which teachers and parents feel PS 31 is safe, has high academic expectations, a strong sense of engagement, and work together as a family.

In addition, PS 31 received an OUTSTANDING on the Quality Review in 2007-2008 and a WELL DEVELOPED (highest given that year) in 2006-2007. As stated by the reviewer in our 2006-2007 Quality Review Report, p.5 (Well-developed), "Public School 31 has a consistent record of academic excellence, going back for a period of more than twenty-five years. The school's academic performance is a result of a combination of factors including: close monitoring of instructional quality and pacing; consistent processes and procedures from one grade level to the next; well established systems for professional learning, careful alignment of curriculum, instruction and assessment with state standards and, most importantly the careful use of data to set goals, shape instruction, and monitor interim progress on a regular basis." The 2007-2008 reviewer states in the Quality Review Report on p.5 (Outstanding): "'The administration is ahead of the curve and that is why we succeed.' A teacher summarized this well as a key factor to explain the exceptional success of this school." The school has received a number of other City, State and national accolades over a long period of time that confirms the practice in this school stands out from the crowd…This school sets very challenging goals and makes sure they are achieved through the exceptionally rigorous analysis of the data at school, grade, subject, teacher and individual student level."

PS 31 students have consistently demonstrated over the past ten years remarkable progress which continues to increase each year in literacy and math, as well as grade 5

social studies and grade 4 science. The progress report clearly indicates our students are performing at the highest levels in NYC. We received consistent scores in overall student performance, scoring 25.0 out of 25 points in 2008-2009, 25.0 out of 25.0 in 2007-2008, and 31.6 out of 30 points in 2006-2007. In student progress overall, we received, 23.7 out of 55 in 2006-2007; then increased to 37.5 out of 60 in 2007-2008 and increased further to 46.0 out of 60 points in 2008-2009. This is a marked increase, especially taking into consideration that our grades 3-5 students are already performing at such high levels.

Another vast accomplishment has been the work of our Collaborative Inquiry Teams. Analyzing data, as well as planning goals and instruction have supported our targeted group of grade 5 students in making gains on the 2008-2009 NYS ELA Assessment. As students in the targeted group received special attention (3 periods of AIS (Academic Intervention Services) per week), we discovered a large increase in self-confidence as well as an increase in attendance in extended day and Saturday programs.

PS 31 has met and exceeded all yearly targets and AYPs required by NCLB. The results of the 2009 NYS ELA Assessment shows an appreciable increase of students achieving levels 3 & 4 amongst all students tested in grades 3-5 over the past three years. Overall, since 2007, the percentage of students in grades 3-5 achieving a level 3 or 4 in ELA increased from 92% to 97%, measuring a gain of 5%.

Students' achievement in ELA for 2008 by subgroup for grades 3-5 indicates good progress. We had very high percentages for all subgroups achieving level 3 or 4 on the ELA. Percentages of significant subgroups from 2007-2009 performing at level 3 or 4 in ELA are as follows:

NYS ELA Subgroup Results
Percentage of Level 3 & 4

Subgroup ELA	*Gr 3,4,5 2009*	*Gr 3 2009*	*Gr 4 2009*	*Gr 5 2009*	*Gr 3,4,5 2008*	*Gr 3 2008*	*Gr 4 2008*	*Gr 5 2008*	*Gr 3,4,5 2007*	*Gr 3 2007*	*Gr 4 2007*	*Gr 5 2007*
All Students	97%	96%	99%	98%	94%	90%	93%	99%	92%	98%	89%	89%
Gen Ed	99%	97%	99%	100%	95%	90%	94%	99%	94%	99%	89%	92%
Stud w/Disabilities	88%	93%	100%	75%	78%	100%	60%	100%	63%	86%	25%	75%
Asian or Pacific Is	100%	100%	100%	100%	85%	70%	86%	100%	100%	100%	100%	100%
Black	92%	100%	86%	100%	93%	86%	100%	100%	100%	100%	100%	100%
Hispanic	96%	92%	100%	96%	94%	95%	89%	98%	88%	96%	80%	88%
White	100%	100%	100%	100%	98%	91%	100%	100%	100%	100%	100%	90%
Female	98%	97%	98%	98%	93%	87%	91%	100%	93%	98%	93%	85%
Male	97%	95%	100%	98%	95%	94%	94%	98%	86%	98%	86%	95%
English Proficient	98%	97%	99%	98%	95%	91%	93%	100%		-	-	-
Limited English Prof	92%	67%	100%	98%	73%	80%	67%	67%	50%	100%	50%	0%
Economically Disadv	97%	95%	98%	97%	94%	90%	93%	99%		98%	89%	89%
Not Econ Disadv	100%	100%	100%	100%								

Results for NYS ELA Assessment for all tested students in grade 3 indicates a 2% decrease over three years from 98% to 96% of all students performing at levels 3 & 4. However the percentage of students with IEP's in grade 3 increased 7% over the same three year period.

Results for NYS ELA Assessment for all tested students in grade 4 indicates a 10% three year increase from 89% in 2007 to 99% in 2009 of all students performing at levels 3 & 4. For students with IEPs in grade 4, there was a remarkable 75% gain from 25% in 2007 to 100% in 2009 of students scoring at levels 3 & 4. ELLs (English Language Learners) in grade 4 scoring levels 3 & 4 showed an incredible gain of 50% from 50% in 2007 to 100% in 2009. For Hispanic students in grade 4 scoring at levels 3 & 4 show an 8% gain over the three year period from 88% in 2007 to 96% in 2009.

Results for NYS ELA Assessment for all tested students in grade 5 indicate a three year gain of 9%, from 89% in 2007 to 98% in 2009 of all students performing at levels 3 & 4. Hispanic students in grade 5 scoring at levels 3 & 4 show a remarkable 20% gain over the three year period from 88% in 2007 to 100% in 2009.

We are extremely proud of the progress of our Special Needs students, English Language Learners and subgroups in ELA. For all tested students with IEPs there was a remarkable gain of 25% from 63% in 2006 to 88% of students scoring levels 3 & 4. Based on all ELL students in grades 3-5 tested in ELA over the past three years the percentage of ELL students achieving a level 3 or 4 in ELA increased from 50% in 2007 to 92% in 2009, measuring a gain of 42%. Economically disadvantaged grade 5 students showed a marked three year increase of 9% in ELA levels 3 & 4 from 89% in 2006 to 98% in 2009. All

tested Hispanic students scoring at levels 3 & 4 show an 8% gain over the three year period from 88% in 2007 to 96% in 2009.

Percentage of students performing at each level in ELA from 2007-2009

	All Grades	Grade 3	Grade 4	Grade 5	All Grades	Grade 3	Grade 4	Grade 5	All Grades	Grade 3	Grade 4	Grade 5
	2009	2009	2009	2009	2008	2008	2008	2008	2007	2007	2007	2007
Level 4	23%	14%	15%	37%	19%	17%	22%	18%	23%	26%	20%	21%
Level 3	75%	82%	84%	61%	75%	73%	70%	80%	69%	72%	69%	69%
Level 2	3%	4%	1%	2%	6%	10%	7%	1%	7%	2%	10%	8%
Level 1	0%	0%	0%	0%	0%	0%	0%	0%	1%	0%	1%	2%
Total Tested	238	72	79	88	267	82	94	92	269	100	83	86

The percentage of level 2 students in ELA decreased by 4% in all grades from 2007 to 2009, as well as a decrease of 1% in level 1 from 1% in 2007 to 0% in 2009. Grade 5 students showed an increase of 16% of students scoring at the highest level, level 4 from 21% to 37% over the three year period. Grade 4 students scoring level 2 showed a decrease of 9% as well as a decrease Of 6% in grade3 level 2 students over the three years.

NYS Mathematics Percentage of Level 3 & 4 2007-2009

Subgroup Math 2009	*Gr 3,4,5*	*Gr 3*	*Gr 4*	*Gr 5*	*Subgroup Math 2008*	*Gr 3,4,5*	*Gr 3*	*Gr 4*	*Gr 5*	*Subgroup Math 2007*	*Gr 3,4,5*	*Gr 3*	*Gr 4*	*Gr 5*
All Students	100%	100%	100%	100%	All Students	100%	100%	99%	100%	All Students	99%	100%	96%	100%
Gen Ed	100%	100%	100%	100%	Gen Ed	100%	100%	100%	100%	Gen Ed	99%	100%	-	100%
Stud w/Disabilities	100%	100%	100%	100%	Stud w/Disabilities	91%	100%	80%	100%	Stud w/Disabilities	93%	100%	S	100%
Asian or Pacific Is	100%	100%	100%	100%	Asian or Pacific Is	100%	100%	100%	100%	Asian or Pacific Is	100%	100%	100%	100%
Black	100%	100%	100%	100%	Black	100%	100%	100%	100%	Black	100%	100%	80%	100%
Hispanic	100%	100%	100%	100%	Hispanic	99%	100%	98%	100%	Hispanic	98%	100%	96%	100%
White	100%	100%	100%	100%	White	100%	100%	100%	100%	White	100%	100%	97%	100%
Female	100%	100%	100%	100%	Female	99%	100%	98%	100%	Female	99%	100%	98%	100%
Male	100%	100%	100%	100%	Male	100%	100%	100%	100%	Male	97%	100%	94%	100%
English Proficient	100%	100%	100%	100%	English Proficient	100%	100%	99%	100%	English Proficient	99%	100%	-	100%
Limited English Prof	100%	100%	100%	100%	Limited English Prof	100%	100%	100%	100%	Limited English Prof	100%	100%	S	100%
Economically Disadv	100%	100%	100%	100%	Economically Disadv	100%	100%	99%	100%	Economically Disadv	98%	100%	96%	100%
Not Econ Disadv	100%	100%	100%	100%	Not Econ Disadv					Not Econ Disadv		100%		

Results by Performance Levels 2007-2009

	All Grades 2009	Grade 3 2009	Grade 4 2009	Grade 5 2009	All Grades 2008	Grade 3 2008	Grade 4 2008	Grade 5 2008	All Grades 2007	Grade 3 2007	Grade 4 2007	Grade 5 2007
Level 4	80%	83%	77%	80%	65%	52%	71%	69%	56%	64%	47%	55%
Level 3	20%	17%	23%	20%	35%	48%	28%	31%	43%	36%	49%	45%
Level 2	0%	0%	0%	0%	0%	0%	1%	0%	1%	0%	4%	0%
Level 1	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Total Tested	238	71	79	88	270	82	94	94	293	103	94	96

The results from the 2009 NYS Math Assessment indicate extremely high student achievement over the past three years. Overall, since 2007, the percentage of students in grades 3-5 achieving a level 3 or 4 in math increased from 99% to 100%, measuring a gain of 1%. Over the three year period 2007-2009, students with IEPs in grades 3-5 achieving a level 3 or 4 in ELA has increased from 93% in 2007 to 100% in 2009, marking a gain of 7%. Based on all ELL students in grades 3-5 tested in math, 100% achieved a level 3 or 4 in all three years, 2007, 2008 and 2009.

Students' achievement in Math by subgroup for grades 3-5 indicates high performance. There are very high percentages for all such subgroups achieving level 3 or 4 on the NYS Math Assessment. Results for students with disabilities in grade 3 indicate a 7% three year increase from 93% to 100% of all students performing at levels 3 & 4, as well as a 19% increase in the percentage of level 4s from 64% in 2007 to 80% in 2009.

Results for NYS Math Assessment for all tested students in grade 4 indicate a three year gain of 4% from 96% in 2007 to 100% in 2009 of all students performing at levels 3 & 4. In addition, grade 4 students achieving a level 4, increased tremendously by 30% from 47% in 2007 to 77% in 2009. Students in all subgroups in grade 4 made gains over the three year period. Black students achieving levels 3 & 4 increased 20% over the three years, from 80% in 2007 to 100% in 2009. Hispanic students achieving levels 3 & 4 increased by 4% and white students by 3% over the same three year period. Grade 5 students achieving a level 4 increased by a healthy 25% from 55% in 2007 to 89% in 2009.

Results for grade 2 E-PAL (Early Performance Assessment in Language) over the three year period from 2007-2009 indicate high achievement with 100% of students in 2009 scoring levels 2 & 3. Students scoring at the highest level (level 3) in Listening/Writing show an increase of 15.6% from 62.4% in 2007 to 88% in 2009, as well as a decrease in level 1 from 3.5% to 0% over the three years. In Reading/Writing, there was a decrease of 1.2% of students scoring at level 1 from 1.2% in 2007 to 0% in 2009. In Writing Mechanics, students show an 11.1% increase in achieving level 3, with a 2.4% decrease in students scoring level 1 over the three year period.

YEAR		# OF Students	% SCORE 0	% SCORE 1	% SCORE 2	% SCORE 3
2008-09		91	0.0	0.0	12.0	88.0
2007-08	LISTENING/ WRITING	78	0.0	7.7	29.5	62.8
2006-07		85	0.0	3.5	34.1	62.4
2008-09		91	0.0	0.0	35.0	65.0
2007-08	READING/ WRITING	78	0.0	15.4	37.2	47.4
2006-07		85	0.0	1.2	28.2	70.6
2008-09		91	0.0	0.0	16.0	84.0
2007-08	WRITING MECHANICS	78	0.0	9.0	48.7	42.3
2006-07		85	0.0	2.4	24.7	72.9

We disaggregated and analyzed ECLAS-2 (Early Childhood Literacy Assessment System) for 2008-2009 and 2007-2008 data for each student in grades K-3. The chart below shows the results.

		Grade K	Grade 1	Grade 2	Grade 3
	2009				
Total # of Students		72	73	92	67
# Met All Benchmarks		55	52	91	67
% Met All Benchmarks		76%	73%	99%	100%
# Did Not Meet All Benchmarks		17	19	1	0
% Did Not Meet All Benchmarks		24%	26%	1%	0%
	2008				
Total # of Students		80	92	78	85
# Met All Benchmarks		45	56	68	84
% Met All Benchmarks		56%	61%	87%	99%
# Did Not Meet All Benchmarks		35	36	10	1
% Did Not Meet All Benchmarks		44%	39%	13%	1%

The ECLAS-2 results over the past year show excellent progress. In kindergarten, the percentage of students meeting all of their benchmarks show an increase of 20% from 56% in 2008 to 76% in 2009. Grade 1 students show a 12% gain from 61% in 2007 to 73% in 2009. Students in grade 2 made gains of 12% as well, going from 87% in 2007 to 99% in 2009. Students in grade 3 made a gain of 1%, from 99% in 2007 to 100% in 2009.

GRADE Kindergarten	# of Students Not Met Benchmark	% Syllable Clapping	% Rhyme Recognition	% Rhyme Generation	% Spelling	% Initial Consonant	% Alphabet Recognition	% Alphabet Writing
2009	17	35%	23%	53%	5%	12%	12%	1%
2008	35	42.9%	35%	34.3%	20%	6%	6%	2%

GRADE First	# of Students Not Met Benchmark	% Listening Comprehension	% Writing Expression	% Vocabulary	% Decoding	% Spelling	% Sight Words	% Reading Accuracy	% Reading Comprehension	% Writing Development
2009	19	58%	42%	10%	0%	21%	0%	0%	0%	5%
2008	36	75%	61%	36%	31%	19%	17%	11%	11%	3%

GRADE Second	# of Students Not Met Benchmark	% Listening Comprehension	% Writing Development	% Vocabulary	% Decoding	% Spelling	% Sight Words	% Oral Expression	% Reading Comprehension	% Reading Accuracy
2009	1					100%	100%		100%	
2008	10				70%		60%	50%	50%	20%

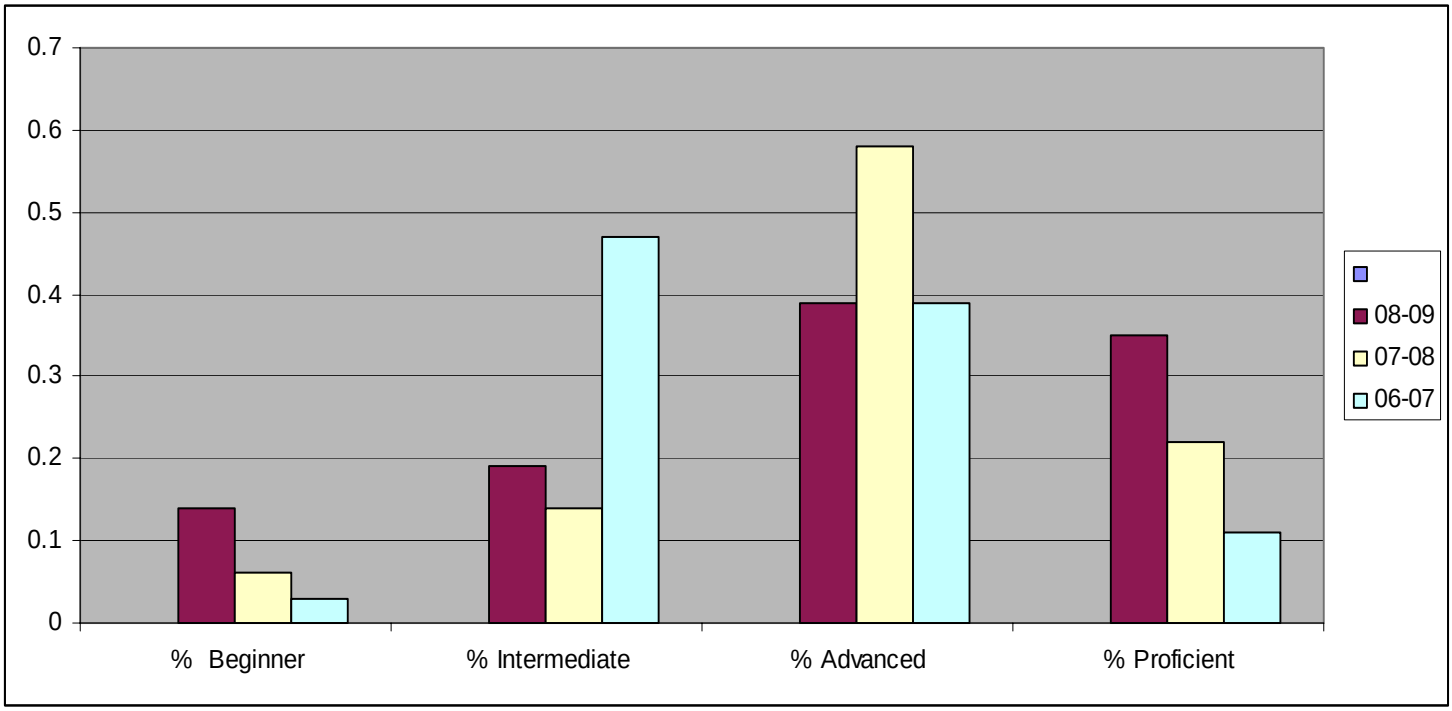
GRADE Third	# of Students Not Met Benchmark	% Listening Comprehension	% Writing Development	% Vocabulary	% Decoding	% Spelling	% Sight Words	% Oral Expression	% Reading Comprehension	% Reading Accuracy
2009	0									
2008	1						100%			

Upon analyzing individual student results over 2 years for those students who did not meet <u>all</u> benchmarks in <u>all</u> areas, the overall results for grades K-2 are excellent. In kindergarten, students improved by 12% in Rhyme Recognition, by 7.9% in Syllable Clapping, by 15% in Spelling and by 1% in Alphabet Writing. The kindergarten students struggled the most with Rhyme Generation. In grade one, the students who did not meet <u>all</u> of the benchmarks made gains in Listening Comprehension, Writing Expression, Vocabulary, Decoding, Sight Words, Reading Accuracy and Reading Comprehension. In grade 2, only 1 student did not meet all of the benchmarks and in grade 3 the entire grade met all of the benchmarks.

NYSESLAT (New York State English as a Second Language Achievement Test) results over the past three years shows a remarkable 24% increase of all tested ELL students achieving proficiency from 11% in 2007 to 35% in 2009. Results over the past two years show a 19% increase for all tested ELL students in all grades reaching proficiency in Listening & Speaking from 36% in 2008 to 55% in 2009. However, all tested students reaching proficiency in Reading & Writing show a decrease of 7% from 47% in 2008 to 40% in 2009. K-1 all tested ELL students achieving proficiency dropped 7% over the three year period from 2007 to 2009 in Listening & Speaking, however this group showed a small increase of 3% in Reading & Writing over the three year period. All tested students in grades 2-4 reaching proficiency showed marked gains of 49% in Listening & Speaking and 10% gains in Reading & Writing over the same time period. All tested students in Grade 5 achieving proficiency show excellent gains of 33% in Reading & Writing. All of our subgroups made gains in Listening & Speaking over the 2 year period.

Percentage By Proficiency by Level (All Tested Students)

Year	# Tested	% Beginner	% Intermediate	% Advanced	% Proficient
08-09	37	0.14	0.19	0.32	0.35
07-08	36	0.06	0.14	0.58	0.22
06-07	36	0.03	0.47	0.33	0.11



NYSESLAT - ALL TESTED STUDENTS

		TOTAL #	BEG	INTER	ADV	PROF
LISTENING	08-09	40	8%	15%	23%	0.55
& SPEAK	07-08	36	0%	11%	53%	0.36
(All Grades)	06-07					
READING	08-09	40	18%	18%	25%	0.40
& WRITING	07-08	36	6%	11%	36%	0.47
(All Grades)	06-07					
LISTENING	08-09	14	7%	36%	36%	0.21
& SPEAK	07-08	21	0%	19%	43%	0.38
(K-1)	06-07	18	0%	17%	56%	0.28
READING	08-09	14	36%	29%	21%	0.14
& WRITING	07-08	21	10%	14%	29%	0.48
(K-1)	06-07	18	6%	61%	22%	0.11
LISTENING	08-09	23	9%	4%	13%	0.74
& SPEAK	07-08	12	0%	0%	75%	0.25
(2-4)	06-07	16	6%	6%	63%	0.25
READING	08-09	23	9%	13%	30%	0.48
& WRITING	07-08	12	0%	8%	50%	0.42
(2-4)	06-07	16	6%	13%	44%	0.38
LISTENING	08-09	3	0%	0%	33%	0.67
& SPEAK	07-08	3	0%	0%	33%	0.67
(5-6)	06-07	2	-	-	-	-
READING	08-09	3	0%	0%	0%	100
& WRITING	07-08	3	0%	0%	33%	67%
(5-6)	06-07	2	-	-	-	-

NYSESLAT – GENERAL EDUCATION

		TOTAL #	BEG	INTER	ADV	PROF
LISTENING	08-09	35				57%
& SPEAK	07-08	30				37%
(All Grades)	06-07					
READING	08-09	35				40%
& WRITING	07-08	30				57%
(All Grades)	06-07					
LISTENING	08-09	13	8%	38%	31%	23%
& SPEAK	07-08	16	0%	19%	44%	38%
(K-1)	06-07	14	-	-	-	-
READING	08-09	13	38%	23%	23%	15%
& WRITING	07-08	17	6%	18%	18%	59%
(K-1)	06-07	21	-	-	-	-
LISTENING	08-09	19	11%	5%	5%	79%
& SPEAK	07-08	10	0%	0%	80%	20%
(2-4)	06-07	15	-	-	-	-
READING	08-09	19	11%	11%	32%	47%
& WRITING	07-08	10	0%	10%	40%	50%
(2-4)	06-07	15	-	-	-	-
LISTENING	08-09	3	0%	0%	33%	67%
& SPEAK	07-08	3	0%	0%	33%	67%
(5-6)	06-07	2	-	-	-	-
READING	08-09	3	0%	0%	0%	100%
& WRITING	07-08	3	0%	0%	33%	67%
(5-6)	06-07	2	-	-	-	-

NYSESLAT – STUDENTS WITH DISABILITIES

		TOTAL #	BEG	INTER	ADV	PROF
LISTENING	08-09	1	0%	0%	100%	0%
& SPEAK	07-08	4	0%	25%	50%	25%
(K-1)	06-07	4	-	-	-	
READING	08-09	1	0%	100%	0%	0%
& WRITING	07-08	4	25%	0%	75%	0%
(K-1)	06-07	4				
LISTENING	08-09	4	0%	0%	50%	50%
& SPEAK	07-08	2	0%	0%	50%	50%
(2-4)	06-07	1				
READING	08-09	4	0%	25%	25%	50%
& WRITING	07-08	2	0%	0%	100%	0%
(2-4)	06-07	1				
LISTENING	08-09	0				
& SPEAK	07-08	0				
(5-6)	06-07	0				
READING	08-09	0				
& WRITING	07-08	0				
(5-6)	06-07	0				

Subgroup	2009		2008	
	All Grades % Proficient		All Grades % Proficient	
	Listening & Speaking	Reading & Writing	Listening & Speaking	Reading & Writing
All Students	55%	40%	36%	47%
General Education	57%	40%	37%	57%
Students with Disabilities	40%	40%	33%	0%
Asian/Pacific Islander	44%	44%	0%	40%
Hispanic	55%	23%	29%	29%
White	67%	78%	57%	71%
Female	64%	41%	23%	38%
Male	44%	39%	43%	52%
Limited English Proficient	59%	43%	36%	47%
Economically Disadvantaged	51%	37%	36%	47%
Not Economically Disadvantaged	80%	60%	-	-

Our most significant barrier to continuous school achievement is funding. Due to recent budget cuts of $120,000 this year and pending budget cuts for next year, as well as the termination of our Magnet grant, it will be difficult to maintain our music, art, and chess programs at the same level. These programs enrich our students' entire school experience, which in turn helps our students to be more successful academically.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2009-10 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.
Notes: *(1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should presumably be aligned to the school's annual goals described in this section.*

Based on the findings and implications from the Comprehensive Needs Assessment we have determined the following as the PS 31 goals for 2009-2010:

After conducting our needs assessment, we found that the Kindergarten and Grade 1 students had made progress from the previous year, however, 24% of Kindergarten and 24% of Grade 1 students did not meet all of their benchmarks in E-CLAS. As a result we have made progress for our Kindergarten and Grade 1 students a priority goal for the 2009-2010 school year.

Goal #1: By June 2010 the percentage of all students in Kindergarten and Grade 1 meeting established benchmarks will increase by 5% as measured by E-CLAS.

Our needs assessment also revealed that our K-1 ESL students had under performed the 2-4, and 5th grade on NYSESLAT in Reading/Writing. As a result, we have made progress for our K-1 ELL group a goal for the 2009-2010 school year.

Goal #2: By June 2010 the percentage of all ESL students in K-1 meeting proficiency in Reading/Writing will increase by 5% as measured by NYSESLAT.

We also found a need for teachers to develop additional expertise in the effective use of data to assist them in making classroom decisions in terms of grouping and differentiated instruction. As a result, we have made this a goal for the 2009-2010 school year.

Goal #3: By May 2010, teachers will use data to assist them in making classroom decisions in terms of grouping and differentiated instruction as measured by 90% of the teachers exemplifying differentiated instruction and student groupings in observed lessons and walkthroughs.

A need for students to become more reflective and share their voice in the school community became apparent as we did our needs assessment. As a result, we have made this a goal for the 2009-2010 school year.

Goal #4: By June 2010, students will become more reflective and share their voice in the school community as measured by 90% of students in Grades 4-5 assessed by project-based learning and group goals.

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): **ELA**

Annual Goal *Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.*	***By June 2010 the percentage of all students in Kindergarten and Grade 1 meeting established benchmarks will increase by 5% as measured by E-CLAS.***
Action Plan *Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.*	• All classroom teachers will fine tune and implement our comprehensive, differentiated reading initiative, McGraw Hill Treasures Program in grades K- -1. (August 2009 – June 2010) • The staff developer and lead teachers in grades K-1 will provide professional development for grades K-1 teachers on objectives and resources available in the McGraw Hill Treasures Program with special attention given to differentiated instruction. (August 2009- November 2009) • The principal will release teachers to professional development sessions provided by McGraw Hill as well as the CLSO on topics and strategies such as differentiated instruction. (August 2009 – June 2010) • The assistant principal, staff developer and lead teachers will provide grades K-1 teachers with professional development in teaching listening comprehension, rhyme generation, rhyme recognition, syllable clapping and writing expression. (November 2009 – February 2010) • The principal and assistant principal will provide time for collegial collaboration in the form of grade conferences and common prep periods in order to tailor lesson plans and develop pacing calendars for each unit. (August 2009 – June 2010, minimum 1X per week) • The Principal and Assistant Principal will provide time for each grade level Collaborative Inquiry Team to analyze current data to shape targeted instruction. (October 2009 - May 2010, minimum 1X per month) • The Principal and Assistant Principal will provide time for inter-visitations and lab sites for lead teachers to model lessons. (September 2009 – March 2010, 1X per month and as needed) • The Principal will send all lower grade (non-Wilson trained) teachers to three day Wilson

	trainings to support students with decoding. (September 2009 – February 2010) • All K -1 classroom teachers will monitor individual student progress, analyze assessments and develop action plans for student groups in their class. Teachers will utilize ARIS to analyze ECLAS results.(September 2009 – June 2010)
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule *Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.*	• Purchasing additional McGraw Hill Treasures Reading Program consumables for K-1 (Tax Levy, NYSTL) • Hiring per diem subs to release teachers to outside professional development sessions (Tax Levy) • Purchasing professional development and scheduling teachers for Wilson three day trainings (Tax Levy) • Programming common prep periods, grade conferences and inter-visitations
Indicators of Interim Progress and/or Accomplishment *Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains*	• Weekly phonics assessments K-2 • Monthly school practice reading assessments K-2 • E-CLAS results (Grade 1 -Spring 2010, Grade K – Winter 2010) • Wilson Assessments (WADE)

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): **ESL**

Annual Goal *Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.*	***By June 2010 the percentage of all ESL students in K-1 meeting proficiency in Reading/Writing will increase by 5% as measured by NYSESLAT.***
Action Plan *Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.*	• The classroom teachers will provide differentiated instruction within the Treasures Reading Program using ELL specific lessons/support materials. • The principal will provide extended day and Saturday programs for ELL students. • The ESL teacher will provide small group early morning (37.5 minutes) instruction. • The ESL and classroom teachers will support instruction with Lexia computer assisted instruction, LEAP Frog, books on tape, Franklin Speak & Spell, Califone card reader, and Wilson instruction. (September 2009 – June 2010)
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule *Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.*	• Purchasing additional Wilson kits, Lexia software, Franklin Speak & Spell, books on tape, leveled libraries and Califone cards and readers for ELL teacher (Tax Levy, Title III) • Hiring per diem subs to release teachers to outside professional development sessions (Title III) • Scheduling early morning instruction for ELL students • Funding extended day and Saturday program for ELL students (Title III)
Indicators of Interim Progress and/or Accomplishment *Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains*	• Student portfolios/benchmark writing pieces • Monthly school practice reading assessments • NYSESLAT results (Spring 2009) • E-CLAS results (grades K-1)

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): **Professional Development**

Annual Goal *Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.*	***By May 2010, teachers will use data to assist them in making classroom decisions in terms of grouping and differentiated instruction as measured by 90% of the teachers exemplifying differentiated instruction and student groupings in observed lessons and walkthroughs.***
Action Plan *Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.*	• The Assistant Principal/Data Specialist will provide professional development for teachers in the use of ARIS, Scantron Performance Series and Acuity. • The Principal, Assistant Principal and Staff Developer will provide professional development on learning styles and differentiated instruction strategies. • Teachers, instructional leaders, and staff developer will meet by grade level to analyze data from various assessments to design lesson plans and groupings based on students' needs. • Update computers in classrooms for teachers to have easier access to ARIS, Scantron Performance Series, and Acuity on a regular ongoing basis.
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule *Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.*	• Schedule allotted time for professional development and hiring per diem subs to release teachers. (Tax levy) • Schedule allotted time for grade meetings, common preps and collaboration. • Purchasing computers for classrooms. (NYSTL, Tax Levy)
Indicators of Interim Progress and/or Accomplishment *Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains*	• 90% of teachers exemplifying differentiated instruction and student groupings in observed lessons and walkthroughs. • Teachers lesson plans show evidence of differentiated strategies including flexible grouping of students based on ability, learning styles and student work. • Teachers collaborating during professional development, grade meetings and conferences on using data from various assessments to support their planning and to inform instruction.

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant):

Annual Goal *Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.*	***By June 2010, students will become more reflective and share their voice in the school community as measured by 90% of students in Grades 4-5 assessed by project-based learning and group goals.***
Action Plan *Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.*	• To establish a School Improvement Committee with a student body. • The Principal, Assistant Principal and Staff Developer will provide professional development for teachers on goal setting, reflective practices and project-based learning in social studies in September 2009, November 2009, January 2009 and May 2009. • Teachers, instructional leaders, and staff developer will meet by grade level to plan, and curriculum map specific to their grade level as well as design projects and rubrics for assessing the projects on a monthly basis, from September 2009-June 2009. • To provide professional development for the technology teacher in order to facilitate student project-based learning in technology.
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule *Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.*	• Schedule allotted time for the School Improvement Committee to meet monthly. • Schedule allotted time for professional development and hiring per diem subs to release teachers. (Tax levy) • Purchasing computers for classrooms for students. (NYSTL, Tax Levy) • Purchasing software for student projects in social studies and technology. (NYSTL)
Indicators of Interim Progress and/or Accomplishment *Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains*	• Agenda/minutes from the School Improvement Committee meetings. • Vertically and horizontally aligned curriculum map by grade level that will be implemented beginning in October 2009. • Classrooms will reflect project-based learning in social studies observed in work displayed in hallways, on bulletin boards and during instruction. • Interval assessments in November, January and May – as evidenced by assessment rubric for each project. • On June 2010 rubric assessment, % of students assessed in project learning in grades 4-5 will determine gains.

REQUIRED APPENDICES TO THE CEP FOR 2009-2010

Directions: *All schools must complete Appendices 1, 2, 3, & 7. (Note: Appendix 8 will not be required for this year.) All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement – Year 1 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructured Schools, must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6.* ***Note: Please refer to the accompanying CEP Guide for specific CEP submission instructions and timelines.***

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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

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

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

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS
K	16	16	N/A	N/A			1	4
1	11	11	N/A	N/A			1	6
2	12	9	N/A	N/A			1	7
3	11	8	N/A	N/A	2			4
4	12	9	12		2			4
5	12	9		12	1			3
6								
7								
8								
9								
10								
11								
12								

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	**Description:** Provide a brief description of **each** of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	**AIS ELA services are provided before school in small groups and one on one instruction (37.5 minutes), during school on a pull-out and push-in basis, during the day for AIS SETTS, after school two days a week on Mondays and Wednesdays from 3:05-4:35pm as well as on selected Saturdays for our Saturday Academy. The type of AIS programs/strategies utilized are: Wilson Reading Program, Developmental Reading Assessment, CCC (Computer Aided Instruction), Lexia Computer Instruction (Lexia Early Reading, Lexia Primary Reading, Lexia Reading Strategies for Older Students), Leap Frog, and Earobics Steps 1 & 2.**
Mathematics:	**AIS Mathematics services are provided before school small group and one on one instruction (37.5 minutes), during school on a pull-out and push-in basis, during the day for AIS SETTS, after school two days a week on Mondays and Wednesdays from 3:05-4:35pm as well as on selected Saturdays for our Saturday Academy. The type of AIS programs/strategies utilized are: Symphony Math, Great Leaps Math, Remedia Math, and Houghton Mifflin Math Expressions**
Science:	**AIS Science services are provided before school small group and one on one instruction (37.5 minutes), during school on a pull-out and push-in basis in Grade 4. The grade level curriculum guides instruction, with the AIS teacher further differentiating instruction to meet students' needs. Students are also prepared for the NYS Science Assessment.**
Social Studies:	**AIS Social Studies services are provided before school small group and one on one instruction (37.5 minutes), during school on a pull-out and push-in basis for students in Grade 5. The grade level curriculum guides instruction, with the AIS teacher further differentiating instruction to meet students' needs. Students are also prepared for the NYS Social Studies Assessment.**
At-risk Services Provided by the Guidance Counselor:	**AIS counseling services are provided during the day individually and in small groups. The goal of the counseling is to assist students with behavioral, personal, social and self-esteem issues. The type of AIS programs/strategies used is: Discussions to raise self-**

	esteem, develop positive messages, responsibility to encourage social, academic and personal growth.
At-risk Services Provided by the School Psychologist:	**Academic computer programs that support areas of academic weakness, books on tape, talking dictionaries, behavior intervention plans set up and administered, counseling, consultation with teachers to tailor in classroom support as possible to meet student's academic needs.**
At-risk Services Provided by the Social Worker:	**The Social Worker provides individual counseling and/or group counseling on both a pull-out and push-in basis two days a week during the school day. Parent consultations, teacher consultations, crisis intervention and referrals to outside agencies are provided.**
At-risk Health-related Services:	**The school nurse conducts "Open Airways" programs to students in groups of 8-10 children during the school day. This program consists of six 45 minute sessions. The students partake in role play, personal stories, question and answer and familiarizing students with their asthma triggers, signs/symptoms and methods of treatment, control and prevention.**

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

NCLB/SED requirement for all schools

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

Office of English Language Learners
Grades K–8 Language Allocation Policy Worksheet

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

SSO/District Community\14	School PS 31, Samuel F. Dupont
Principal Mary J. Scarlato	Assistant Principal Stacey Berger
Coach Janet Zukowski	Coach
Teacher/Subject Area Nancy Pease/ESL	Guidance Counselor Diana Greene
Teacher/Subject Area Kristine Tapper/ELA	Parent Marisol Rivera
Teacher/Subject Area Kelly Javidi/ELA	Parent Coordinator Joanne Switalksi
Related Service Provider Christine Weber/Speech	SAF James Quail
Network Leader Ada Orlando	Other

B. Teacher Qualifications

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

Number of Certified ESL Teachers	0	Number of Certified Bilingual Teachers	1	Number of Certified NLA/FL Teachers	0
Number of Content Area Teachers with Bilingual Extensions	1	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	3

C. School Demographics

Total Number of Students in School	540	Total Number of ELLs	43	ELLs as Share of Total Student Population (%)	7.96%

Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see tool kit].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

Part III: ELL Demographics

A. ELL Programs

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

ELL Program Breakdown										
	K	1	2	3	4	5	6	7	8	Total
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)										0
Dual Language (50%:50%)										0
Freestanding ESL										
Self-Contained										0
Push-In	3	2	2	2	1	1				11
Total	3	2	2	2	1	1	0	0	0	11

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	43	Newcomers (ELLs receiving service 0-3 years)	38	Special Education	6
SIFE	2	ELLs receiving service 4-6 years	5	Long-Term (completed 6 years)	1

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

	ELLs by Subgroups									
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total
TBE										0
Dual Language										0
ESL	38	2	4	4	0	1	1	0	1	43
Total	38	2	4	4	0	1	1	0	1	43

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education										
Number of ELLs by Grade in Each Language Group										
	K	1	2	3	4	5	6	7	8	TOTAL
Spanish										0
Chinese										0
Russian										0
Bengali										0
Urdu										0
Arabic										0
Haitian Creole										0
French										0
Korean										0
Punjabi										0
Polish										0
Albanian										0
Yiddish										0
Other										0
TOTAL	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)																					
Number of ELLs by Grade in Each Language Group																					
	K		1		2		3		4		5		6		7		8		TOTAL		
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	
Spanish																			0	0	
Chinese																			0	0	
Russian																			0	0	
Korean																			0	0	
Haitian Creole																			0	0	
French																			0	0	
Other																			0	0	
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages): ___	Number of third language speakers: ___
Ethnic breakdown of EPs (Number)	

African-American: ___	Asian: ___	Hispanic/Latino: ___
Native American: ___	White (Non-Hispanic/Latino): ___	Other: ___

Freestanding English as a Second Language										
Number of ELLs by Grade in Each Language Group										
	K	1	2	3	4	5	6	7	8	TOTAL
Spanish	9	3	0	7	2	2				23
Chinese										0
Russian										0
Bengali				1						1
Urdu		1		1						2
Arabic			2			1				3
Haitian Creole										0
French										0
Korean										0
Punjabi										0
Polish	8	3								11
Albanian										0
Other	1			1		1				3

Programming and Scheduling Information

1. How is instruction delivered?
   a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
   b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
   a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
   a. Describe your instructional plan for SIFE.
   b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
   c. Describe your plan for ELLs receiving service 4 to 6 years.
   d. Describe your plan for Long-Term ELLs (completed 6 years).
   e. Describe your plan for ELLs identified as having special needs.

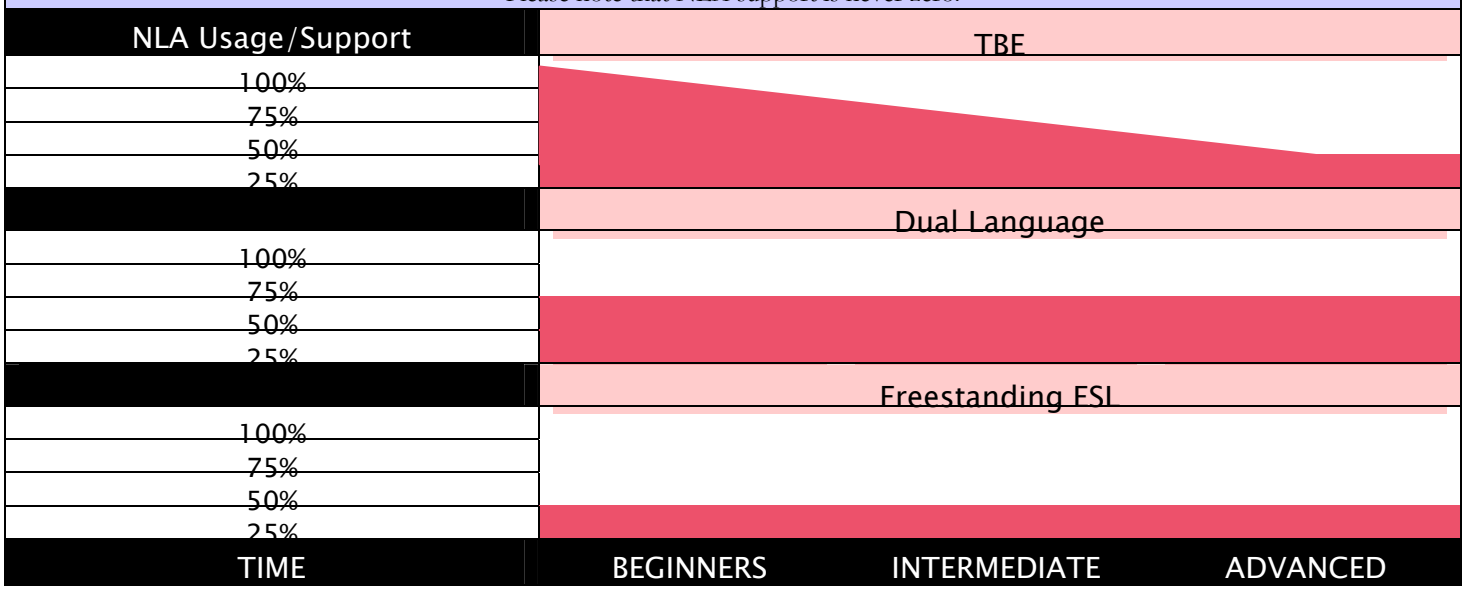
TOTAL	18	7	2	10	2	4	0	0	0	43

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

For All Program models			
ESL instruction for *all* ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for *all* ELLs as required under CR Part 154			180 minutes per week
For TBE /DL programs			
Native Language Arts	90 minutes per day	90 minutes per day	45 minutes per day

Native Language Arts and Native Language Support

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



Programming and Scheduling Information--Continued

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

Schools with Dual Language Programs

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

Professional Development and Support for School Staff

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

Parental Involvement

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

Part IV: Assessment Analysis

A. Assessment Analysis

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)										
	K	1	2	3	4	5	6	7	8	TOTAL
Beginner(B)	9	3	1	2	0	2				17
Intermediate(I)	3	3	0	3	0	1				10
Advanced (A)	6	1	1	5	2	1				16
Total	18	7	2	10	2	4	0	0	0	43

NYSESLAT Modality Analysis										
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8
Listening /Speaking	B	1	1	0	0	2	0			
	I	3	1	0	0	1	0			
	A	3	2	2	0	1	1			
	P	1	2	8	3	6	2			
Reading/ Writing	B	3	2	0	0	2	0			
	I	3	1	3	0	1	0			
	A	2	1	3	1	0	0			
	P	0	2	4	3	6	3			

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

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4			1				2		3
8									0

NYSAA Bilingual Spe Ed									0

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

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

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights does the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
    a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
    b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
    c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
    a. How are the English Proficient students (EPs) assessed in the second (target) language?
    b. What is the level of language proficiency in the second (target) language for EPs?
    c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

Part V: LAP Team Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Stacey Berger	Assistant Principal		9/2/09
Joanne Switalski	Parent Coordinator		9/2/09
Nancy Pease	ESL Teacher		9/2/09
Marisol Rivera	Parent		9/2/09
Kelly Javidi/Math	Teacher/Subject Area		9/2/09
Kristine Tapper/ELA	Teacher/Subject Area		9/2/09
Janet Zukowski	Coach		9/2/09
	Coach		
Diana Greene	Guidance Counselor		9/2/09
James Quail	School Achievement Facilitator		9/2/09
Ada Orlando	Network Leader		9/2/09
	Other		
	Other		

Signatures	
School Principal	Date 9/2/09
Community Superintendent	Date 9/2/09
Reviewed by ELL Compliance and Performance Specialist	Date 9/2/09

Filename: 14K031 LAP Worksheet 2009-10_Final.doc
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Author: rbellis
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Department of Education

PS 31✦ Samuel F. Dupont
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Nationally Recognized Blue Ribbon School of Excellence

Mary J. Scarlato, Principal **Stacey Berger, Assistant Principal**

Part A: Language Allocation Policy (LAP)
Attach a copy of your school's current year (2008-2009) LAP narrative to this CEP.

I. Language Allocation Policy Team Composition:

Principal:	Mary J. Scarlato	*ESL Teacher:*	Nancy Pease
Assistant Principal:	Stacey Berger	*Assistant Principal:*	
Guidance Counselor:	Diana Greene	*Literacy Coach:*	Janet Zukowski
Content Area Teacher:	ELA – Kristine Tapper	*Math Coach:*	
Content Area Teacher:	Math – Kelly Javidi	*Parent Coordinator:*	Joanne Switalski

II. Teacher Qualifications

PS 31 has one partially certified ESL (English as a Second Language) teacher. She holds a Common Branch license, ESL Ancillary Certification and NYS Bilingual Certification. She has been a devoted educational advocate for our English Language Learners (ELLs). This educator is committed to becoming fully certified and is in the process of completing the necessary coursework ensuring that our ELLs will receive instruction from a fully certified service provider.

III. School Description/Demographics

PS 31 is an elementary school that has a population of 540 students. 7.9% of the students are English Language Learners (ELLs). Spanish and Polish are the dominant home languages. We offer Bilingual and ESL services to entitled general education and special education students.

IV. ELL Identification Process & Parent Choice

PS 31 has established a procedure to accurately identify students whose home language is other than English. At registration, a Home Language Survey (HLIS) in their native language is given to the parent/guardian who is registering a new student. If the family requires further assistance, an interpreter is provided utilizing staff with foreign language proficiency or the Translation and Interpretation Unit of the NYCDOE.

An informal initial assessment is conducted in the native language of the parent/guardian to determine whether or not the student is English dominant. A certified pedagogue (Nancy Pease) is in charge of overseeing this process. Nancy Pease is a partially certified ESL teacher. She has been a devoted educational advocate for our English Language Learners (ELLs) and holds a Master's Degree and NYS Certification in Bilingual Education. She is committed to becoming fully certified as soon as possible, and is in the process of completing the necessary coursework ensuring that our ELLs will receive instruction from a fully certified service provider.

Once it is determined by the HLIS form that the student is not English dominant, the student is tested using the Revised Language Assessment Battery (LAB-R). Students who score at the "Beginning", Intermediate" or "Advanced" level of English language proficiency as determined by the LAB-R cut-scores are identified as ELLs. In addition, the Spanish Language Assessment Battery (LAB) test is administered to ELLs whose first language is Spanish. Parents/Guardians then receive an "Entitlement Letter" informing them of their child's eligibility for ESL services. Additionally, they receive an invitation to attend a Parent Orientation Session. The Entitlement Letter, invitation, and Parent Orientation Session are provided in their native language as needed. During the Parent Orientation the three educational programs offered are explained through the use of the NYCDOE DVD. The informational DVD can be presented in nine different languages. Parent brochures are also made available in the parent/guardian's native language, making it easier for them to make an informed placement choice for their child.

Program choices include: Transitional Bilingual Program (TBE), Dual Language Bilingual Program (DL), and Freestanding ESL Program. Utilizing staff with foreign language proficiency and the Translation and Interpretation Unit of the NYCDOE, parents will be informed that bilingual classes are formed when there are 15 or more students in two contiguous grades. Parents will be given assistance in filling out their Parent Survey and Program Selection Forms. Students will be placed in the program of their parents' choice within 10 school days of enrollment.

The ESL teacher utilizes a LAB-R hand score sheet to devise checklists to ensure that entitlement letters and invitations are distributed. Flyers are sent home and phone calls are made to student homes to encourage parent/guardian attendance at Parent Orientation Sessions. Informal sessions are carried out at the parent/guardian's convenience to ensure the timely return of Parent Survey and Program Selection forms.

In the past few years, PS 31 has averaged approximately twenty ELLs who were enrolled for the first time in an English language school. During that time, there have been two families who requested TBE. They were referred to the Placement Office. We have not had any parents who requested DL programs. Overwhelmingly, our parents/guardians preference has been for the push-in/pull-out ESL model for their children. PS 31's choice of program is aligned with family preference. At present, our ELLs at PS 31 are represented by seven languages: Spanish, Polish, Urdu, Arabic, Bengali, Slovak and Hungarian.

Parental choice letters are distributed and collected yearly by the ESL Teacher (Nancy Pease). They are kept on file in the ESL Room.

The New York State English as a Second Language Achievement Test (NYSESLAT) is used to measure the progress and proficiency in English language development. The ESL Teacher is responsible for preparation and administration of the NYSESLAT. She receives support and assistance from the testing coordinator, assistant principal and principal to ensure that all state mandates are met. Students are evaluated annually in the spring to determine their continued entitlement or "exit" from entitlement.

V. ELL Programs

The free-standing push-in/pull-out ESL program services students in the following grades:

Grade	Total
K	19
1	8
2	1
3	10
4	2
5	3
Total	**43**

VI. Years of Services/Programs/ELLS by Sub-groups

We have 43 ELLs in total. We have a total of 6 students in Special Education who receive ESL services. There are 38 newcomers (0–3 years) in our program, two of which are designated SIFE (Students with Interrupted Formal Education), and 4 of which are

designated Special Education. We have 4 students who have been entitled to ESL Services for 4–6 years, 1 of which is in Special Education. We have one long–term ELL, who is in Special Education. We do not have any self-contained ESL classes.

VII. Home Language Breakdown and ELL Programs

Our ESL program is represented by 7 home languages: Spanish, Polish, Urdu, Arabic, Bengali, Slovak and Hungarian. Kindergartners include 9 Spanish speakers, 8 Polish speakers and 1 Hungarian speaker. Grade one is comprised of 3 Spanish speakers, 9 Polish speakers, and 1 Urdu speaker. Grade 2 has 2 students whose home language is Arabic. Grade 3 includes 7 Spanish speakers, 1 Hungarian speaker, 1 Urdu Speaker, and 1 student whose home language is Bengali. Grade 4 has 2 students whose home language is Spanish. Grade 5 is made up of 2 Spanish speakers, 1 Slovak speaker and 1 Arabic speaker.

VIII. Program and Schedule Information

In order to meet the linguistic needs of our ELLs as well as comply with parental choice and CR Part 154, PS 31 provides a combination of push-in and pull-out services. We rely mostly on push-in because it is the most effective model in terms of differentiating instruction and allows for effective collaboration between the classroom and ESL teachers. Pull-out groups are organized homogeneously when students of mixed proficiency need work on the same skill and heterogeneously when instruction is aligned to specific grade level content. This allows for effective differentiation of instruction in Math, Science, and Social Studies.

Our students performing at the beginning and intermediate levels receive 360 minutes of ESL instruction from our full-time ESL Teacher. Advanced students receive 180 minutes of ESL instruction in addition to 180minutes of English Language Arts (ELA) instruction in their home classroom as per CR Part 154.

Our ELL students' instruction is based on the same rigorous curriculum as our native English speaking students. However, we include many supports to prepare ELL students to think critically, solve problems and communicate in English. Teachers scaffold academic language to support students' participation in content areas. A rich repertoire of scaffolds is used to support students' understanding of the main academic content. Academic language is modeled in ways in which students are expected to respond and participate. Resources and materials include a wide range of print, visual and technological resources to enhance English proficiency. Language functions and structures are taught within the context of the lessons.

Groups are formed based on data culled from various sources including NYSESLAT results, Periodic Assessments, school and classroom tests as well as teacher evaluation. Instruction is differentiated using scaffolding techniques to provide an academically rigorous program which meets or exceeds NYS and NYC Standards.

We have a large number of kindergarten newcomers. Instruction is differentiated through the use of contextualization, modeling, and the use of photos, drawings and other media. Team teaching is used in order to model ESL strategies. During pull-out sessions, instruction is driven by formal and informal assessment as well as teacher evaluation to address the skills needed to meet grade level standards. Students interact to develop language processes which build on their first language competencies. Language is scaffolded simultaneously to allow for the growth of academic English.

Research shows the importance of acquiring academic English and literacy engagement. Students who are highly engaged readers are more successful academically. To this end, our ESL program supports literacy development by using interventions designed to build academic English and encourage our learners to love reading in English. We develop decoding and comprehension skills. The Wilson Reading Program instructional methods as well as Lexia software are incorporated into the program to help students build meaning using language. Comprehension and fluency are supported using books on tape as well as an internet based program: onemorestory.com. These activities have proven successful in helping our students due to the multi-sensory approach including hearing, seeing and touching words, making valuable connections as the stories unfold. Additional vocabulary development opportunities are available through the use of LeapPads and bilingual electronic speaking dictionaries. The program is further enhanced by an extensive ESL lending library which allows students to utilize these interventions at home.

IX. Plan for SIFE

We have two students who meet the criteria for SIFE designation. For these students, we provide extra support as an extension of the regular school program. SIFE students come to our early morning program four days a week and work with the ESL teacher on skills tailored to their unique and individual needs. The ESL teacher works with the classroom and content area teachers as a team to develop student goals and review progress on a regular basis.

X. Plan for ELLs in school less than 3 years/Newcomers

When a new student arrives at our school, we provide the following to help ease their transition

- They are given a "study-buddy" who uses the same native language.
- Their parents are encouraged to sign them up for the Saturday Academy and Extended Day ESL Program.
- Attend Early Morning Sessions
- Learning Resources (In School and At Home): Lexia, onemorestory.com, Word Q, LeapPads, Bilingual electronic dictionaries, books on tape, symphonylearning.com
- Home School Connection

XI. Plan for ELLs in school 4-6 years

Students who have been in ESL for 4-6 years are grouped according to their individual academic needs.

- Their parents are encouraged to sign them up for the Saturday Academy and Extended Day ESL Program to receive extra support for test preparation for students taking NYS Assessments in the content areas and ELA.
- Attend Early Morning Sessions
- Wilson Reading Program
- Learning Resources (In School and At Home): Lexia, onemorestory.com, Word Q, LeapPads, Bilingual electronic dictionaries, books on tape, symphonylearning.com
- Home School Connection

Each ELL student in this group has an individual learning goals tailored to address their needs. Data is tracked on each student and adjustments are made to their individual goals periodically as progress is tracked. Many supports from both the classroom teacher and ELL teacher are utilized to support ELL students to think critically, solve problems and communicate in English. Teachers scaffold academic language to support students' participation in content areas. A rich repertoire of scaffolds is used to support students' understanding of the main academic content. Academic language is modeled in ways in which students are expected to respond and participate. Resources and materials include a wide range of print, visual and technological resources to enhance English proficiency. Language functions and structures are taught within the context of the lessons.

XII. Plan for ELLs in school - 6 years or more completed/long term ELLs

9% of our ELLs are long-term with 4 years or more. They are primarily in grades 3 through 5. An analysis of their scores on the NYSELAT suggests that they have the most difficulty with the reading and writing portions. Although these students are having difficulty on the NYSESLAT, of the students who took the NYS ELA in 2009, 100% received a level 3. 100% of our long term ELLs received a level 3 or 4 on the NYS Math in 2009. They are making excellent progress in mathematics. Our action plan for this group includes:

- ✓ Targeted small group intervention from ELA teacher during early morning 37.5 minute instruction targeting reading and writing.
- ✓ Extended day/ after school program and Saturday program for intensive ELA instruction targeting reading and writing.
- ✓ Monitoring the progress of students in all content areas to differentiate instruction.
- ✓ Learning Resources (In School and At Home): Lexia, onemorestory.com, Word Q, LeapPads, Bilingual electronic dictionaries, books on tape, symphonylearning.com
- ✓ Home School Connection

XIII. Plan for ELL Special Needs Students

At present, we have three students with special needs who are receiving ESL services. ESL instruction is geared to providing support for these learners in accordance with needs identified in their Individualized Educational Plans. The ESL teacher consults with classroom teachers as well as other service providers in order to allow for further differentiation of instruction. Our plan for Special Needs students:

- ✓ ESL teacher is familiar with particular student's needs and all services are provided according the IEP mandates
- ✓ Collaboration between the ESL teacher, IEP teacher and other teachers
- ✓ Extended day services after school and Saturday Academy

XIV. Intervention Programs for ELLs (AIS)

- ✓ Targeted small group intervention from content area and/or ESL teacher during early morning 37.5 minute instruction.
- ✓ Extended day/after school program and Saturday program for intensive instruction targeting areas of need.
- ✓ Monitoring the progress of students in areas of need to develop action plans and differentiate instruction.
- ✓ Learning Resources (In School and At Home): Lexia, onemorestory.com, Word Q, LeapPads, Bilingual electronic dictionaries, books on tape, symphonylearning.com

XV. Transitional Student Support Plan
(ELLs who pass NYSESLAT are Transitional students for 2 years)

ELLs reaching proficiency in English per NYSESLAT results receive continued transitional support through our Academic Intervention Services Program. Additional differentiated instruction is geared to scaffolding academic language for transitional learners. Collaboration between the classroom teachers and ESL is an integral link that is maintained for 2 years after the student passes the NYSELAT. ELL s participate in an Extended Day Program as well as an ELL Saturday Academy.

XVI. Future Plans for ELL Programs

Our future plans for our ELL program will be based on the needs of our ELL students and will be modified accordingly. Being that we have a large population in K-1, we plan on utilizing ESL methodologies and language support in our instructional program to support language acquisition and academic growth. We will utilize our funding to purchase additional learning resources such as LeaPads and Lexia software to accommodate a larger population of younger students.

XVII. Equal access to all programs

Our ELL population also has full access to all after-school and supplementary programs including the Extended Day Program, Saturday Academy and Enrichment Programs.

XVIII. After school programs for ELLS

- **Extended Day Program** – The extended Day Program is geared to beginner ELLs in grades 3-5 who are required to take the NYS Mathematics and content area state exams for the first time.
- **Saturday Academy** - The Saturday Academy will integrate basic skills, concepts, reasoning and critical thinking skills through a balanced approach. Students will work cooperatively to actively explore literacy and mathematical concepts, develop literacy and mathematical thinking and communication.
- **Enrichment/Recreational Programs-** Table Tennis, Karate, Digital Photography, Guitar Club, Dance Club, Chess Club

XIX. Instructional materials including technology

Instructional materials include the Treasures series by Macmillan, Macmillan's Treasure Chest for English Language Learners, the Wilson Reading Program, hundreds of trade books, books on tape, Getting Ready for the New NYSESLAT, Attanasio & Assoc. as well as Continental Press's Empire State NYSESLAT. Students are supported using technology which includes software and online learning including: Lexia Learning, Word- Q, symphonylearning.com, onemorestory.com. Students are also provided with LeapPads and electronic bilingual dictionaries for use at home and in school.

XX. Instructional materials in Content Areas

Instructional resources include Treasures (Macmillan) for English Language Arts, Math Connects (MacMillan), Houghton Mifflin Math, and Scott Foresman Science and Scott Foresman Social Studies series to address the content areas. Kaplan Keys is used in ELA and Mathematics for test prep. Teacher-made materials will also be utilized in order to provide vocabulary development and provide scaffolding strategies.

XXI. Native Language Support

Books in some of the students' native languages are available to support instruction as well as for students to take home. The use of electronic bilingual dictionaries and LeapPads support the transfer of native language learning to English. Native language is also supported through our ESL Lending Library.

XXII. Support Services

ELLs will have equal access to support services. In addition, the Translation and Interpretation Unit of the NYC DOE can e utilized to aid in communication with parents.

XXIII. Professional Development

As a true community of learners we value continual learning, refinement of our teaching skills, and expanding our knowledge base with the latest research. Teachers meet regularly during faculty and grade conferences to share best practices that will positively

affect student performance. Our full-time staff developer and lead teachers model outstanding lessons and strategies. Professional development is offered in-house based on teachers' needs and interests as well as on topics such as Differentiating Instruction, Meta-cognition, Analyzing Data, Scaffolding Instruction for ELLs and Assisting ELLs in Transitioning (from one grade level to the next, and when they pass the NYSESLAT and test out of ESL). Our ESL teacher is also sent to workshops given outside of our school, on topics such as Mathematics for ELLs, The Challenge of Learning Academic English, Best Practices for ELLs, and Effective Instructional Strategies for ELLs. Consultants and authors are invited in to provide professional development as well.

Professional development is provided by school staff and the Community Learning Support Personnel Organization

- ✓ In House Professional Development:
    - 7.5 Required Hours of ESL Training for all staff members
    - The focus of our professional development program is based on improving the literacy needs of our ELL population. The main thrust of our focus is on Differentiating Instruction, Analyzing Data, and Scaffolding Instruction for English Language Learners
    - Professional development is also given on the use of technology – Lexia, One More Story, Rosetta Stone
    - Utilizing the ELL Treasures program component to scaffold instruction
- ✓ Support Personnel:
    - Our ESL teacher and classroom teachers have attended a variety of workshops on and off-site to promote collaboration between content area and ESL teachers

Professional development will be geared for all personnel who work directly with ELLs, including the assistant principal, classroom teachers, cluster teachers, paraprofessionals and guidance counselors. Also included will be support staff: occupational therapists, speech therapists, secretaries and the parent coordinator. Topics will include Second Language Acquisition, Descriptions of Proficiency Levels, Scaffolding Strategies, ESL Methodologies and The Bilingual Home.

XXIV. Parent Involvement

All parents, including parents of ESL students are integral members of our school community at PS 31. Together, parents and staff work together to provide the best possible education for our students. We support a climate that values and supports parents, welcoming them to our school.

PS 31 has an active Parent-Teacher Association (PTA) whom support of our school. At regularly attended PTA meetings various issues concerning the school and the community are discussed. We provide translation services for parents who do not speak English during our PTA meetings. We evaluate the needs of our parents by surveys, and listening to their concerns at PTA meetings. We carefully review the NYCDOE Learning Environment Survey filled out by our parents to find areas in which we can improve. PS 31 offers support in educating parents about their child's needs and seeking help where they may need it. We assist parents with access to parent education programs and parenting resources in the community. Parents support our school by being involved in their child's education, volunteering to share their expertise and/or talents with the staff and students, participating in school activities and events, as well as assist with our fund raisers and accompanying classes on trips.

Our Parent Coordinator is always available to assist parents. She will encourage parents to participate in the PTA and various committees within the school. Guest speakers are invited to inform parents of various issues and current events and areas of interest to the parents. They also discuss what is going on in the school and have the opportunity to voice their concerns. Monthly parent workshops are offered on various topics including: Homework Helpers, Standardized Testing, and Arts & Crafts. We have designated days during the month for parent and children to browse and shop at the school bookstore. A lending library is available to parents to encourage parents to read to their children and children to read to their parents.

Parents are informed of all school events by newsletters, notices, conferences and phone calls. They are kept up to date on their child's progress. They are provided with report cards and encouraged to communicate with their child's teacher and attend Parent-Teacher Conferences. These conferences provide open and honest communication about student progress. We provide translation services for parents who do not speak English during conferences. The teacher provides ways in which parents can assist students at home in areas of difficulty. It is with the encouragement and support of the parents that we often see improved student performance.

The PS 31 school community recognizes the importance of parents, families and other members of the community as instrumental to the success of its students.

XXV. Assessment Analysis

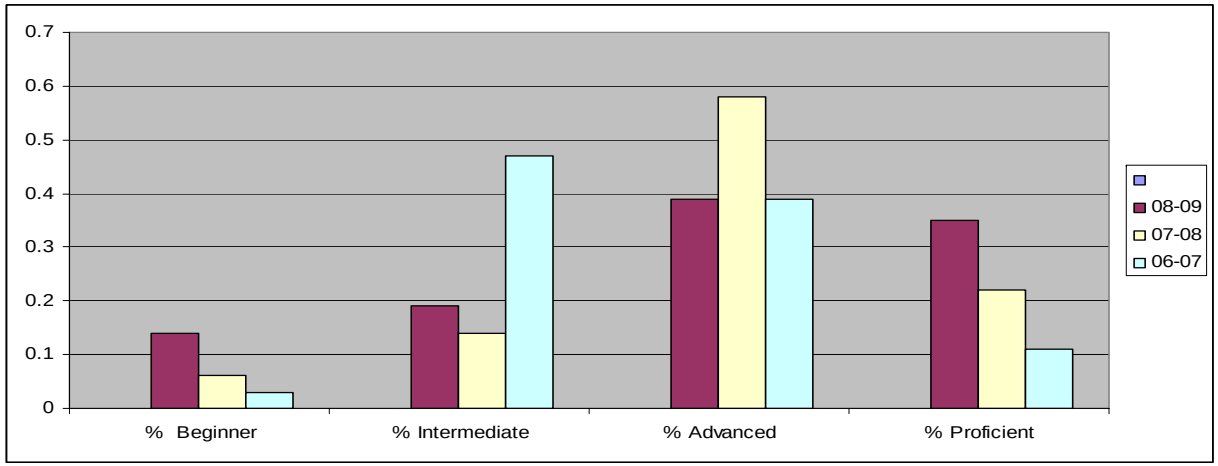
NYSESLAT

Our NYSESLAT data indicates that ELLs are making significant gains in moving to the next proficiency level, especially to the advanced and proficient levels. There was a remarkable increase of 24% from 11% in 2007 to 35% in 2009 of students reaching proficiency. Students scoring at the beginner proficiency level showed an increase of 9% over the three year period. Our largest

population of newcomers is at the kindergarten and first grade levels. In 2008-2009, 36% of the students in K & 1 moved into the advanced level in listening and speaking, 21% moved into the advanced level in reading and writing. In grades 2-4, 13% of the students moved into the advanced level in listening and speaking and 30% moved into the advanced level in reading and writing. In grade 5, 33% of the students moved into the advanced level in listening and speaking and 100% of our fifth graders reached proficiency in reading and writing.

Percentage by Proficiency by Level (All Tested Students)

Year	# Tested	% Beginner	% Intermediate	% Advanced	% Proficient
08-09	37	0.14	0.19	0.32	0.35
07-08	36	0.06	0.14	0.58	0.22
06-07	36	0.03	0.47	0.33	0.11



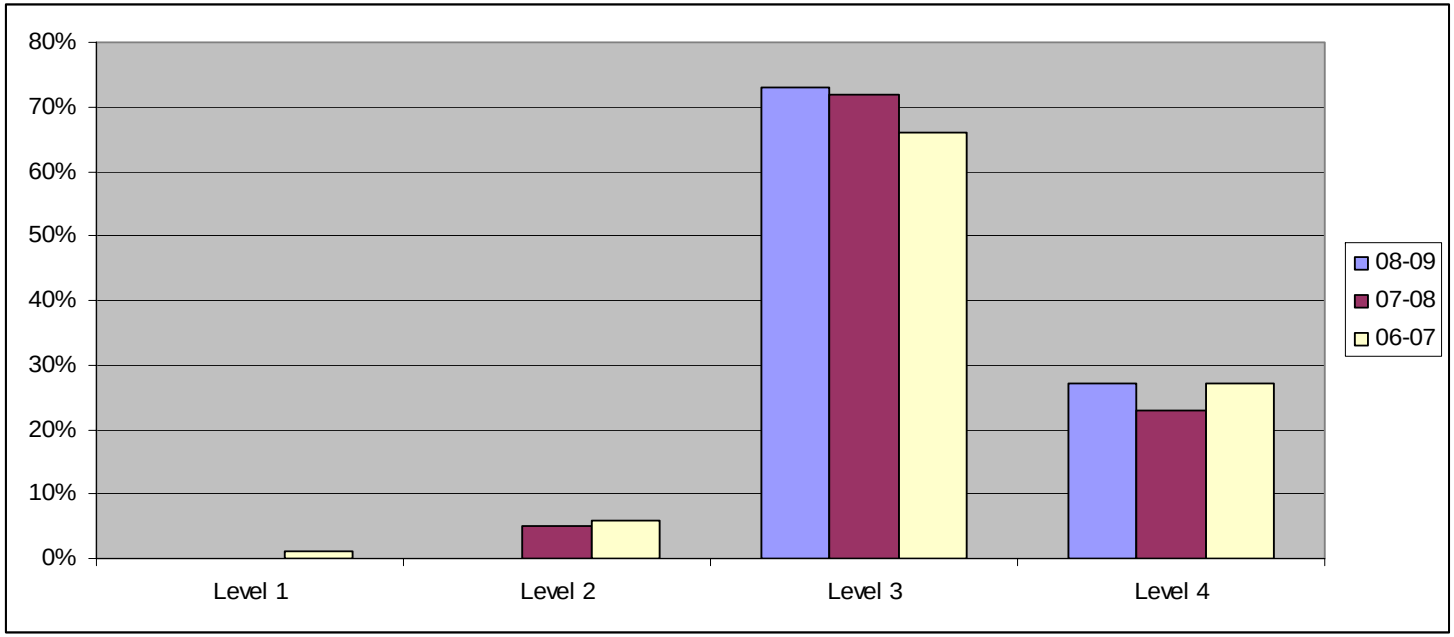
NYS ELA

Our ELL students taking the ELA also performed extremely well, with 92% of students scoring a level 3 or 4 in 2009. Our ELL students scoring at levels 3 & 4 have increased by 42% from 50% in 2007 to 92% in 2009. Additionally, our former ELL students (F-ELLs) are high achievers on the NYS ELA. In 2008-2009, 100% of F-ELL students in grades 3, 4 & 5 achieved a level 3 or 4. Our F-ELLs scoring levels 3 & 4 have increased by 7% from 93% in 2007 to 100% in 2009.

ELL Students 2007-2009
% by Performance Level on NYS ELA

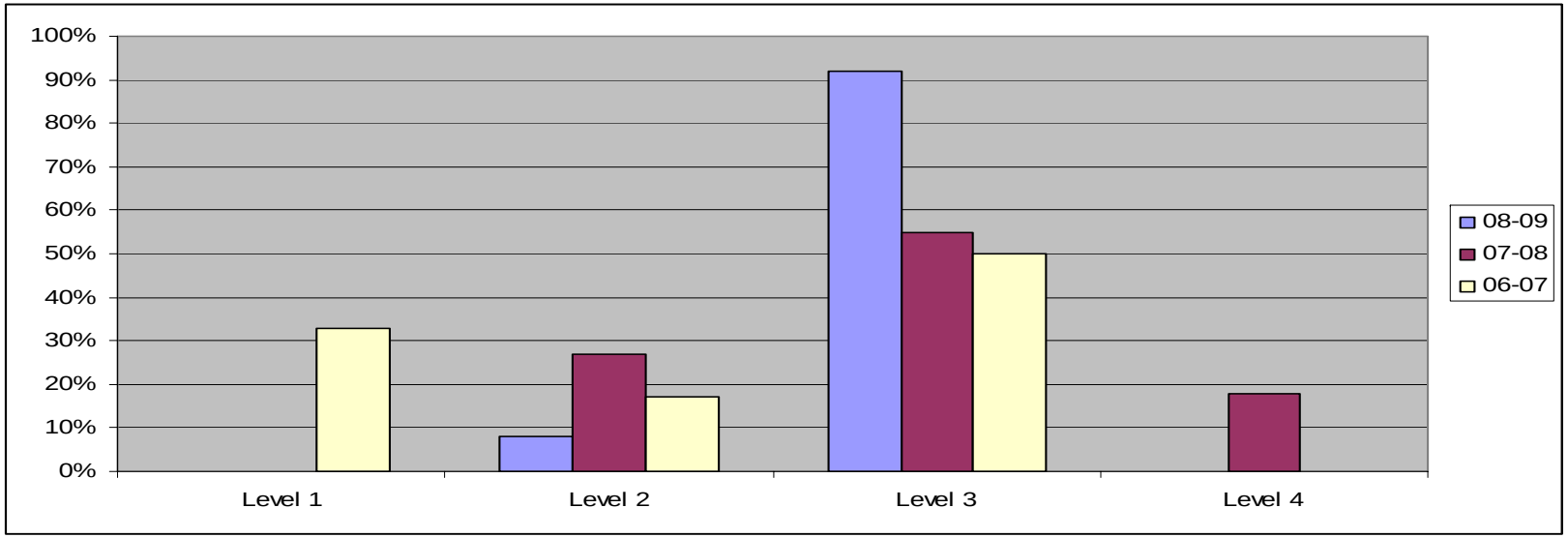
ELL	08-09	07-08	06-07
Level 1	0%	0%	33%
Level 2	8%	27%	17%
Level 3	92%	55%	50%
Level 4	0%	18%	0%
Total #	12	11	6

ELL Students 2007-2009
% by Performance Level on NYS ELA



F-ELLs
% by Performance Level on NYS ELA

	Level 1	Level 2	Level 3	Level 4	Total # of F-ELL Students
08-09	0%	0%	73%	27%	26
07-08	0%	5%	72%	23%	124
06-07	1%	6%	66%	27%	157



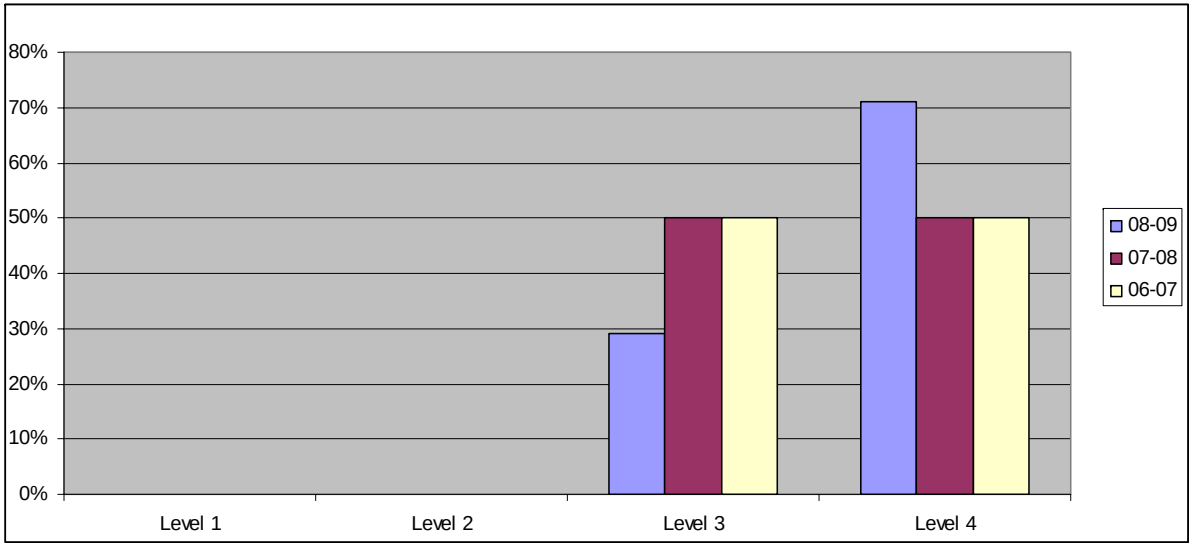
NYS Mathematics

Our current ELLs and former ELL students have achieved incredible results on the NYS Mathematics Assessment. In the last three years, 2009, 2008 and 2007, 100% of **all former and current ELLs** in grades 3, 4, & 5 students **achieved a level 3 or 4**.

ELL Students 2007-2009

% by Performance Level on NYS Math

	08-09	07-08	06-07
Level 1	0%	0%	0%
Level 2	0%	0%	0%
Level 3	29%	50%	50%
Level 4	71%	50%	50%
Total #	14	12	10



NYS Social Studies

Both our ELL population and our F-ELL population have achieved extraordinary results on the NYS Social Studies Assessment. In 2008-2009, 100% of our current ELL fifth graders scored levels 3 & 4 and 100% of our F-ELL fifth graders achieved a level 4. Our F-ELLs showed an increase of 15% from 85% scoring levels 3 & 4 in 2006-2007 to 100% scoring levels 3 & 4 in 2008-2009.

NYS Social Studies
ELLs % by Performance Level

Year	# of Students	Level 1 %	Level 2%	Level 3%	Level 4%
2006-07	1	0	0	100%	0
2007-08	3	0	0	67%	33%
2008-09	3	0	0	33%	67%

NYS Social Studies
F-ELLs % by Performance Level

Year	# of Students	Level 1 %	Level 2%	Level 3%	Level 4%
2006-07	61	0	5%	24%	61%
2007-08	45	0	0	20%	80%
2008-09	14	0	0	0	100%

NYS Science

Both our ELL population and our F-ELL population have achieved extraordinary results on the NYS Science Assessment. In 2008-2009, 100% of our current ELL fourth graders scored level 4 and 100% of our F-ELL fourth graders achieved a level 4. Our ELL students showed a 33% increase of students scoring at level 4 from 67% in 2006-2007 to 100% in 2008-2009. Our F-ELLs also showed an increase of 17% from 83% scoring level 4 in 2006-2007 to 100% scoring level 4 in 2008-2009.

NYS Science
ELLs % by Performance Level

Year	# of Students	Level 1 %	Level 2%	Level 3%	Level 4%
2006-07	3	0	0	33%	67%
2007-08	3	0	0	0	100%
2008-09	3	0	0	0	100%

NYS Science
F-ELLs % by Performance Level

Year	# of Students	Level 1 %	Level 2%	Level 3%	Level 4%
2006-07	47	0	0%	17%	83%
2007-08	41	0	0	10%	90%
2008-09	6	0	0	0	100%

Early Childhood Language Arts Assessment (ECLAS-2)

The tool PS 31 utilizes to assess the early literacy skills of our ELL students is the ECLAS-2. The data shows that our ELL students are making good progress in meeting all of their benchmarks on the assessment. The trend shows that the kindergarten

and first grade ELLs have the most difficult time meeting their benchmarks and the second and third grade ELLs are making tremendous progress. In 2009, 90% of second grade ELLs and 100% of third grade ELLs met all of their benchmarks. Comparing the data from the last two years, kindergarten students decreased by 8% in meeting benchmarks, first grade made a huge increase of 36%, and second grade showed an increase of 10% from 2007-2008 to 2008-2009. Our early childhood ELL students are making excellent progress as they move through the early childhood grades.

ECLAS-2 RESULTS FOR ELL STUDENTS

		Grade K	Grade 1	Grade 2	Grade 3
	2008-2009				
Total # of ELL Students		8	5	10	4
# Met All Benchmarks		2	4	9	4
% Met All Benchmarks		25%	80%	90%	100%
# Did Not Meet All Benchmarks		6	1	1	0
% Did Not Meet All Benchmarks		75%	20%	10%	0%
	2007-2008				
Total # of ELL Students		9	16	5	7
# Met All Benchmarks		3	7	4	7
% Met All Benchmarks		33%	44%	80%	100%
# Did Not Meet All Benchmarks		6	9	1	0
% Did Not Meet All Benchmarks		67%	56%	20%	0%

Implications for Instruction

The implications for the school's LAP and instruction are derived from the analysis of the data in NYSESLAT, NYS ELA, Acuity, Scantron Performance Series, Lexia, School-wide Assessments, Teacher-made Assessments and Observations. Action plans are created from the areas of need and strengths noted in the data. Our program this year includes:

- ✓ After school and Saturday extended day programs for ELL students to improve language development, academic progress and to prepare students for the format of the NYSESLAT Assessments.
- ✓ Additional support for listening skills including books on tape, electronic bilingual speaking dictionaries, Lexia, One More Story in every classroom with ELL students. ELL students will receive electronic bilingual speaking dictionaries and books on tape to use at home as well.
- ✓ Small group Academic Intervention classes in ESL to target language modalities according to their needs.
- ✓ Early morning small group ESL classes to support language proficiency and academic progress.
- ✓ Wilson Reading Program support, Wilson magnetic journals, Rosetta Stone software support.

Implications for LAP in English Language Arts Area

In order to support our students in academic achievement, we include the following:

- ✓ Ensure that teachers are provided with professional development opportunities, and participate in professional development focusing on ELL instructional needs such as Quality Teaching for English Learners and Differentiated Instruction.
- ✓ Ensure resources allocated to fund ELL Study Group for teachers.
- ✓ Providing resources such as Lexia, onemorestory.com, and electronic bilingual speaking dictionaries.
- ✓ Collaborative Inquiry Teams work with the ESL teacher and classroom teachers to analyze ELL data to monitor progress of ELL students.
- ✓ Modify the educational program and action plans based on the progress and performance of ELL students.
- ✓ Ensure that the literacy coach works closely with teachers to support rigorous instruction.
- ✓ Ensure collaboration between classroom teachers and ESL teacher.

Implications for LAP in Mathematics Content Area

- ✓ Ensure that teachers are provided with professional development opportunities, and participate in professional development focusing on ELL instructional needs such as Quality Teaching for English Learners and Differentiated Instruction.
- ✓ Ensure that teachers are provided opportunities and participate in professional development focusing on ELL instructional needs such as Quality Teaching for English Learners and Differentiated Instruction.
- ✓ Ensure the analysis of data to identify strengths, weaknesses and to drive instruction.
- ✓ Incorporate writing and journaling into the learning of mathematics.
- ✓ Provide opportunities for students to use mathematical vocabulary to support the learning of academic language, solve problems, and explain their answers.
- ✓ Provide visuals, scaffolds and hands on materials in the mathematics lessons.

Implications for LAP in Science Content Area

- ✓ Ensure that teachers are provided with professional development opportunities, and participate in professional development focusing on ELL instructional needs such as Quality Teaching for English Learners and Differentiated Instruction.

- ✓ Ensure that teachers are provided opportunities and participate in professional development focusing on ELL instructional needs such as Quality Teaching for English Learners and Differentiated Instruction.
- ✓ Ensure the analysis of data to identify strengths, weaknesses and to drive instruction.
- ✓ Incorporate writing and journaling into the learning of science.
- ✓ Provide opportunities for students to use scientific vocabulary and language to support the learning of academic language.
- ✓ Schedule lab time for students to learn to make hypothesis, experiment, record answers and analyze results.
- ✓ Provide visuals, scaffolds and hands on materials in the science lessons and labs.

Implications for LAP in Science Content Area

- ✓ Ensure that teachers are provided with professional development opportunities, and participate in professional development focusing on ELL instructional needs such as Quality Teaching for English Learners and Differentiated Instruction.
- ✓ Ensure that teachers are provided opportunities and participate in professional development focusing on ELL instructional needs such as Quality Teaching for English Learners and Differentiated Instruction.
- ✓ Ensure the analysis of data to identify strengths, weaknesses and to drive instruction.
- ✓ Provide opportunities for students to use social studies vocabulary and language to support the learning of academic language.
- ✓ Incorporate writing and answering document-based questions in the learning of social studies.
- ✓ Provide opportunities for students to visit historical/landmark sites such as Ellis Island.
- ✓ Provide visuals, scaffolds and hands on materials in the social studies lessons.

XXVI. Describe ELL program success

Our ELL program is successful based on our students' progress in making gains in moving to through the proficiency levels as measured by NYSESLAT, as well as our ELL students and F-ELL students achieving levels 3 & 4 in ELA, Mathematics, Science and Social Studies. Our success is also due to our rigorous academic programs, interventions and extra-curricular programs which support our ELL students with cognitive development, academic skills so that they meet success in all subject areas.

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

Form TIII – A (1)(a)

Grade Level(s) K-5 Number of Students to be Served: 43 LEP _____ Non-LEP

Number of Teachers 1 **Other Staff (Specify)** _____

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

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

14K031 currently has one certified ELL teacher servicing 43 (K-5) ELL students on a push-in and pull-out basis. The students are instructed in English. Our mission is to increase the academic achievement of our English Language Learners. In order to provide intensive ELL service to beginner students, we will use our Title III funding to provide an extended day program for grade 3-5 students who are required to take NYS mathematics and content area state exams for the first time. Title III funds will also be used to hire per diem substitutes to cover classes permitting the ESL teacher and classroom teachers to attend ISC/Community LSO professional development workshops. The ESL teacher will share information with the Literacy Team and the classroom teachers of ELL students. Our teachers will participate in intensive professional development studying and focusing on ELL methodology. We will use a portion of the Title III funding to purchase professional books focusing on ELL methodologies. These activities will ensure the success of our ELLs in meeting the NYS standards.

Extended Day Program: Mathematics and Literacy

Targeted Population: Beginner ELLs in grades 3-5 who are required to take NYS mathematics and content area state exams for the first time.

The main goal of the extended day program will be the development of English literacy skills, increasing academic language and proficiency in mathematics. This program will provide ELLs with experiences that will expand on the themes and topics that are taught in the classroom. Teachers will use English as a Second Language methodology and strategies in order to support the acquisition of English. Teachers will differentiate instruction to support ELL students in learning the skills of listening, speaking, viewing, reading and writing necessary to develop the literacy and critical thinking skills needed to meet the English Language Arts Performance Standards. In order to assure that these programs support the instruction in the classroom, articulation between the extended day personnel and the classroom teachers will be an essential component for

these programs. Teachers involved in the extended day program will also be a part of the professional development provided to classroom teachers.

Literacy Program

Part of our Title III allocation will be used to fund the extended day program. In utilizing the funding for an extended day program, our ELL students will receive direct instruction in ELA and mathematics. Research suggests that the more time a child spends reading, the more language they will acquire. We will use part of our Title III funding to purchase additional Franklin Electronic Speaking Dictionaries in the native languages of the students, books on tape and Lexia software which will support ELL students in acquiring English language skills and meeting the state standards.

Mathematics Program

The mathematics program will integrate basic skills, concepts, reasoning and critical thinking skills through a balanced approach. Students will work cooperatively to actively explore mathematical concepts, develop mathematical thinking and communication. Students will develop the mathematical language, reflect, share and assess developing concepts. We will use math based classroom libraries and math software to achieve this goal. Additionally, students will have opportunities to practice and reinforce skills. Student assessment will be ongoing and include tests, project evaluation and teacher observation.

Sessions will be held as follows:

I. One ESL teacher will provide instruction to Beginner ELL students in grades 3-5 are required to take NYS mathematics and content area state exams for the first time. The classes will be held from 3:05 to 4:35pm on Mondays and Wednesdays beginning in January and ending in May.

   1 TR x 1.5 hrs x ($49.89) p/s hr for 25 sessions= $1,870.88

II. The class will receive 45 minutes instruction in ELA and 45 minutes instruction in math.

Saturday Program

The Saturday program will integrate basic skills, concepts, reasoning and critical thinking skills through a balanced approach. Students will work cooperatively to actively explore literacy and mathematical concepts, develop literacy and mathematical thinking and communication. We will use math based classroom libraries to achieve this goal. Additionally, students will have opportunities to practice and reinforce skills. Student assessment will be ongoing and include tests, project evaluation and teacher observation. Our ESL teacher, who is partially certified (will be completely certified by June 2010) will teach the Saturday program. The Principal or Assistant Principal will supervise the program.

1 TR x 4 hr x $49.89 p/s hr x 7 sessions = $1,396.92

Total Instruction : $3240.80

The supervision of the program will be at no cost to Title III program.

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

---

1 per diem teacher for 6 days will be hired so that lead teachers on each grade will attend professional development workshops. PS 31 provides professional development to all teachers and paraprofessionals. We will utilize part of our professional development meetings to study and focus on ELL methodology.

The ELL study group will be 8 sessions 1.5hrs for 10 classroom teachers who have ESL students in their classes. The focus of the study group will be on ESL methodology. The 1 teacher facilitating the sessions will utilize a 3 hr planning session to prepare for the study group. Principal per session will be funded with Title III to facilitate study group (6 sessions - 1.5hrs). There will be one administrator to facilitate the study group. We will use part of our Title III funds to purchase professional books.

10 TR x 1.5 hrs x $49.89 p/s hrs x 8 sessions = $5986.80
1 TR x 3 hr x $49.89 p/s hrs = $149.67
1 principal p/s x 1.5 hrs x $52.21 x 8 sessions = $626.52

Total PD: $6762.99

Professional Book: Teach, Kaplan
Topic: Differentiating for Readiness

Sessions:	**January 20, 27**	**Goals of differentiation based on student readiness**
		What should I think about when evaluating student readiness?
		Differentiating content to address student readiness
		Differentiating process to address student readiness
		Differentiating product to address readiness
	March 10	**Differentiation Case Studies**
	April 21	**Lesson Plan Analysis**
	May 5, 12	**Grouping students to address readiness**
		Managing flexible groupings (assign roles, provide tools for accountability)

June 2, 9	Provide tools for accountability Student responses to differentiated data collection tool

Time: 3:05-4:35pm

PARENT INVOLVENENT PROGRAM

Our parent involvement program includes monthly parent workshops on various topics including: Homework Helpers, Standardized Testing, and Arts & Crafts. We have designated days during the month for parent and children to browse and shop at the school bookstore. A lending library is available to parents to encourage parents to read to their children and children to read to their parents. We will use 10% of our Title III funds to purchase additional books for the lending library.

NO COST TO TITLE III FOR PROGRAM FOR PARENT WORKSHOPS

Parent Workshops

Sept. 25, 2009	Helpful Homework Hints/Fall Scrapbooking
Oct. 30, 2009	Suggestions for Parent Teacher Conferences/Fall Decoration
Nov. 13, 2009	Middle School Application Procedures/Winter Centerpieces
Dec. 11, 2009	Vacation Fun Suggestions/Gingerbread House
Jan. 22, 2010	Conflict Resolution/Winter Scrapbooking
Feb. 26, 2010	Behavior Charts/Chocolate Making
Mar. 26, 2010	Test Taking Tips/Floral Topiary
Apr. 23, 2010	Internet Safety/Card Making
May 21, 2010	Peer Pressure/Wood Piece
June 18, 2010	Scrapbooking III

Form TIII – A (1)(b)

School: 14K031 **BEDS Code: 331400010031**

Title III LEP Program

School Building Budget Summary

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional staff, per session, per diem (Note: schools must account for fringe benefits)	$11,036.61	1 per diem teacher x 6 days for PD x $167.60 = $1005.60 1 teacher per session x 1.5 hrs x 25 sessions (extended day) $1,870.88 plus 1 teacher per session x 4 hrs x 7 Saturdays – $ 1,396.92 ELL study group 8 sessions x 1.5hrs x 10 teachers plus x @49.89 = $5,986.80 plus 1 teacher 3 hr planning @$49.89 = $149.89 1 Principal per session to facilitate study group 8 sessions x 1.5hrs = $626.52
Purchased services		
Supplies and materials	$2,533.39	NYSESLAT Test Prep Books, Franklin Electronic Speaking Dictionaries, Books on Tape, Cassette Recorders, Headphones, Book bins, Leveled Books, Professional Books = $1033.39 Lending Library for Parents- $1500
Educational Software (Object Code 199)	$1,430	Software $1500 – Lexia SOS & Quick Reading Test Quick Reading Test $420 Lexia Web Baded SOS $1001
Travel		
Other		
TOTAL	$15,000	TOTAL

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

Goal: To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

We conducted a needs assessment of written and oral translation needs by surveying our staff members including teachers, administrators, paraprofessionals, secretaries, school aides as well as our parent coordinator and PTA. Our PTA discussed written/oral translation/interpretation services during a PTA meeting.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

Our PTA discussed written/oral translation/interpretation services during a PTA meeting. We discussed our findings during our School Leadership Team meeting. Our findings suggest that we need written translation of letters home, parent handbook (e.g. After School Programs, Parent Workshops, Testing Calendars) in the languages of Spanish and Polish. Our findings suggest that we need oral translation during Parent Teacher Conferences, ELL Orientations, and Parent Workshops.

Part B: Strategies and Activities

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

In order to have letters to parents in these languages we need to have written translation services. We will use the DOE contracted vendor to translate letters when necessary.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

In order to meet our oral translation needs and to increase parent participation in school activities, we will pay our school aides who speak Spanish and Polish to translate during Parent Teacher Conferences, Parent Tours, and other parent involvement activities. Teachers will be given the Translation Unit phone number to call during Parent Teacher conferences when they need translation in languages other than English, Spanish and Polish.

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

In order to disseminate vital information to non-English-speaking parents and to encourage participation in their children's education, we will:

a. **Post a sign in each of the covered languages in our main office specifying that written notification can be obtained from the main office. We will instruct parents of their rights and how to obtain such services.**
b. **Address language interpretation procedures in school safety plan.**
c. **Notify parents that further information regarding translation/interpretation services can be obtained on the DOE website,** www.nycenet.edu

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:
- *All* Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2009-10:	407,314	135,528	542,842
2. Enter the anticipated 1% set-aside for Parent Involvement:	4,073		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		1,356	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	20,365		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		6,777	
6. Enter the anticipated 10% set-aside for Professional Development:	40,731		
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		13,553	

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year: ____100%_____

9. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

1. School Parental Involvement Policy – Attach a copy of the school's Parent Involvement Policy.

Explanation: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

PS 31 Title I Parent Involvement Policy

1. The Samuel F. Dupont, PS 31, Magnet School for the Arts and Humanties will take the following actions to involve parents in the joint development of the District Parental Involvement plan (contained in the RDCEP/DCEP Addendum) under Section 1112 – Local Educational Agency Plans of the ESEA:
    - **The principal will hold an annual meeting to provide information about the school's Title I SWP program and types of services provided and to inform and involve parents in the joint development of the Title I Parent Involvement Policy**
    - **Send notices home and encourage parents to attend District CEC meetings and school PTA meetings to increase parental understanding**
    - **Providing professional development for parents through parent workshops**
    - **Parent Coordinator and the PTA will reach out to inform, educate and involve parents**
2. The Samuel F. Dupont, PS 31, Magnet School for the Arts and Humanities will take the following actions to involve parents in the process of school review and improvement under Section 1116 – Academic Assessment and Local Educational Agency and School Improvement of ESEA:
    - **Parents are active and integral members of the School Leadership Team**
    - **Parents will collaborate and assist in providing a needs assessment to assist in the evaluation and continuous school improvement**
    - **Parent Coordinator, the PTA and the School Leadership Team will inform and communicate with parents through timely notices, meetings, bulletins and newsletters, sent home**
    - **Parent meetings will be held at different times of the day to ensure as many parents as possible attend**
        - **Translators will be available at the meetings**
        - **Parent teacher conferences twice a year**
        - **Day and evening hours**
        - **By appointment with teachers per parent request at other times during the year**
3. The Samuel F. Dupont, PS 31, Magnet School for the Arts and Humanities will coordinate and integrate parental involvement strategies in Title I, Part A with parental involvement strategies under the other programs:
    - **Our Social Worker will be accessible to Pre-K parents for support and referrals to other programs available**
    - **Pupil Personnel Team will identify "at-risk" behavior at an early stage and begin interventions**
    - **Parent Coordinator and the Parent Association will assist parents concerning family literacy programs available**

4. The Samuel F. Dupont, PS 31, Magnet School for the Arts and Humanities will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I Part A program. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation of its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.
    - **Parent Coordinator and the PTA will survey parents to assess their needs and concerns**
    - **Parent Coordinator and the PTA will reach out to economically disadvantaged and limited English proficient parents and provide workshops**
    - **Parents will attend workshops such as Child Health Plus for health insurance, English as a Second Language and Nutrition workshops**
5. The Samuel F. Dupont, PS 31, Magnet School for the Arts and Humanities will build the parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved parents and the community to improve student academic achievement through the following activities specifically described below:
    a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
        i. The State's academic content standards;
        ii. The State's student academic achievement standards;
        iii. The State and local academic assessments including alternate assessments;
        iv. The requirements of Title I, Part A;
        v. How to monitor their child's progress; and
        vi. How to work with educators.
    - **The school administrators and teachers will provide capacity building workshops to parents on State Standards, State and City-wide Standardized Assessments, Promotional Policy, and Princeton Assessment, Requirements of Title I and How to Monitor Children's Progress**
    - **The Parent Coordinator will give capacity building workshops on How to Work With Educators, Questions to Ask During Parent – Teacher Conferences**
    - **Administrators, Parents and Teachers will be invited to attend educational conferences and conventions such as NYSESPA, and Eastern Suffolk BOCES Reading Conferences**
    - **The administrators will provide parents with publications provided by the DOE and NYS to help parents understand what is expected academically of their children**

b. The Samuel F. Dupont, PS 31, Magnet School for the Arts and Humanities will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement by:
   - **Parent workshops on Technology, Assessment, Parents as Reading Partners**

c. The Samuel F. Dupont, PS 31, Magnet School for the Arts and Humanities will with the assistance of the district and parents, educate its teachers, pupil services personnel, principals and other staff in how to reach out to, communicate with and work with parents as equal partners, in the value and utility of contributions of parents, and how to implement and coordinate parent programs and build ties between parents and schools by:
   - **The school administration will provide parental newsletters, notices and a web site to access information**
   - **The Parent Coordinator and Parent Association will provide a monthly newsletter to build ties and keep parents informed**

d. The Samuel F. Dupont, PS 31, Magnet School for the Arts and Humanities will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public pre-school and other programs and conduct and/or encourage participation in activities, such as Parent Resource Centers, that support parents in more fully participating in the education of their children by:
   - **Reaching out to parents through our Parent Coordinator, Social Worker and Parent Association**
   - **Encouraging parents to volunteer in school activities such as assisting in the classroom, on trips and with fundraisers**

e. The Samuel F. Dupont, PS 31, Magnet School for the Arts and Humanities will take the following actions to ensure that information related

to school and parent-programs, meetings and other activities, is sent to parents of Title I participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:
   - Notices are sent in English and Spanish
   - Staff and Parent Coordinator and Parent Association members available to assist parents in understanding information

Adoption

This School Parental Involvement Policy and the School Parent Compact has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by minutes/agenda reflecting presentation and approval.

This policy was adopted by The Samuel F. Dupont, PS 31, Magnet School for the Arts and Humanities on 09/20/2009 and will be in effect for the period of one year. **The school distributed this policy to all parents of participating Title I Part A children on October 1, 2009.**

Principal's Signature:_____

Date _____

2. School-Parent Compact - Attach a copy of the school's School-Parent Compact.

Explanation: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

PS 31 School Parent Compact
2009-2010

School Responsibilities

The Samuel F. Dupont School, PS 31
Magnet School for the Arts and Humanities will:

⇒ Provide high quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:

- The entire school staff will work together to provide a safe and nurturing environment in which every child is respected and urged to maximize his/her potential for creativity and learning.
- Emphasis is placed on quality instruction to ensure that all students, including ELLs and students with special needs receive the same grade appropriate, standards-based curriculum using proven teaching methods and instructional strategies to successfully meet the State standards.
- We will provide intensive AIS (Academic Intervention Services) to students "at risk" of not meeting the standards as well as students with special needs and ELLs.
- Instruction will be provided by highly qualified (NYS certified) teachers.
- We will provide high quality, ongoing professional development aligned with NYS standards.

⇒ Hold parent-teacher conferences (at least annually in elementary schools) during which this Compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:

- Four regularly scheduled Parent Teacher Conferences are held semi-annually.
  - November : Evening 5:00-7:30pm
  - March : Evening 5:00-7:30pm
  - November : Afternoon 1:00-3:00pm
  - March: Afternoon 1:00-3:00pm
- Teachers and parents meet on a regular basis whenever there is an academic, social, or behavioral concern and to review student progress.
- Back to School/Meet the Teacher Conferences - September

⇒ Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:

- ♦ Report Cards are sent home in November, March and June that require a parent's signature.
- ♦ An interim progress checklist is sent home in January that requires a parent signature.
- ♦ Provide ongoing assessment results on teacher-made tests, interim assessments and standardized tests.
- ♦ Student portfolios, class work, reports and projects
- ♦ Frequent verbal and written reports regarding their child's progress

⇒ Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:

- ♦ An open door policy where parents can meet with teachers, administrators, and service providers
- ♦ Scheduled appointments before, during or after school
- ♦ Phone conferences

⇒ Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities as follows:

- ♦ During Open School Week (November), parents can observe students in their classes
- ♦ School tours – scheduled and as requested
- ♦ Parents can volunteer to assist on class trips, school dances, and during assemblies
- ♦ Parents can volunteer to share their expertise in the classroom
- ♦ Parents accompany and assist the Chess team during chess competitions in and outside of NYC

Parent Responsibilities

We as parents will support our children's learning in the following ways:

⇒ supporting my child's learning by making education a priority in our home by:

- making sure my child is on time and prepared everyday for school;
- monitoring attendance;
- talking with my child about his/her activities every day;
- scheduling daily homework time;
- providing an environment conducive for study;
- making sure that homework is completed;
- monitoring the amount of television my children watch;

⇒ volunteering in my child's classroom;

⇒ participating, as appropriate, in decisions relating to my children's education;

⇒ participating in school activities on a regular basis;

⇒ staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding as appropriate;

- ⇒ reading together with my child every day;
- ⇒ providing my child with a library card;
- ⇒ communicating positive values and character traits, such as respect, hard work and responsibility;
- ⇒ respecting the cultural differences of others;
- ⇒ helping my child accept consequences for negative behavior;
- ⇒ being aware of and following the rules and regulations of the school and district;
- ⇒ supporting the school's discipline policy;
- ⇒ express high expectation and offer praise and encouragement for achievement.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

   See pages 10-21

2. Schoolwide reform strategies that:
   a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
   b) Use effective methods and instructional strategies that are based on scientifically-based research that:
      - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
      - Help provide an enriched and accelerated curriculum.
      - Meet the educational needs of historically underserved populations.
      - Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
      - Are consistent with and are designed to implement State and local improvement, if any.

   See pages 10-21

3. Instruction by highly qualified staff.

100% of the teaching faculty at PS 31 is comprised of NYS certified teachers or teachers who hold NYS Transitional B certification. Newly hired teachers become part of our highly professional staff and are provided an extremely successful mentoring program and ongoing professional development in all curriculum areas throughout the year. New teachers receive ongoing assistance with organizing their classroom to create an effective environment, classroom management, developing lesson plans, engaging students in learning and assessing student learning. Our model/lead teachers provide guidance, support and training for new teachers utilizing model classrooms as lab sites for developing teaching methodology. Demonstration lessons are provided so new teachers can implement successful techniques and practices in their classrooms. All teachers in PS 31 are supported and provided with high quality professional development by the administration and staff developer at the building level and the Lead Instructional Mentor from the Community Learning Support Organization. This will ensure quality teaching

to ascertain that all students, including students with special needs and English language learners receive sound instruction by highly qualified teachers.

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

PS 31 provides ongoing and highly effective professional development to our entire staff including administrators, teachers, paraprofessionals, guidance counselors, related service providers and SBST, aligned with city and state standards. These professional development sessions provide staff with the opportunity to work collaboratively as a learning community to study, plan and share best practices. Teachers are afforded the opportunity to study the latest research and learn to implement successful academic programs. Professional development sessions will be differentiated to address the needs of both new and experienced staff, directing attention to individual strengths and weaknesses, grade level needs, content area focus and teacher learning styles. In the 2008-2009 school year, professional development workshops and study groups will be dedicated to strengthening the pedagogical craft. Sessions will be devoted to studying successful teaching techniques, collaboration and lesson study. Continuous, high quality professional development will afford the staff with the tools, methodologies and content to ensure effective instruction in core academic subjects. These workshops are designed to provide teachers with strategies as well as plan units of study and lessons in:

- **Differentiated Instruction**
- **Meta-cognition**
- **Understanding and Teaching to Different Learning Styles**
- **Assessing Student Learning**
- **Phonemic Awareness**
- **Decoding – including structural analysis**
- **Reading Comprehension Strategies and Skills**
- **The Writing Process**
- **Data Analysis**
- **Child Abuse**
- **Questioning Techniques**
- **ELL Practices**
- **Students with Special Needs**
- **Academic Intervention Services**
- **Test Strategies – E-PAL Grade 2**

- **Standards – ELA, Math, Science**
- **Integrating Social Studies and Science into Reading and Writing**

These workshops consistently emphasize the paramount importance of implementing our reading, witing and mathematics programs. Successful student performance over the years has proven their effectiveness. Emphasis is placed on quality teaching to ensure that all students, including ELLs and students with special needs receive the same grade-appropriate, standards-based curriculum using proven teaching methods and instructional strategies to successfully meet NYS standards.

During the course of the school year, opportunities will be provided for inter-visitations between our school and other schools in the district. Staff members attend conferences, workshops and training sessions at the CLSO. Consultants are hired to provide professional development workshops as well. In addition to professional development sessions, we hold grade conferences at least once a month to discuss and implement educational strategies that meet each grade's specific goal. Teachers providing AIS are given an opportunity to meet and share ideas with teachers whose students they service. From May through June we start our curriculum mapping (June Planning) for September in all curriculum areas. This provides our teachers and administrators time to collaboratively reflect, assess, plan and provide a focus for the upcoming school year. These meetings also provide administrators an opportunity to encourage and support staff to renew and refine their craft regularly. Evaluations and feedback on teacher needs drive our professional development programs. It will always be a goal of PS 31 to ensure the continued achievement for all our students. The ongoing learning of our professional staff will help us attain our goal. PS 31's highly successful and intensive mentoring program for new teachers is a major element of the support and professional development for new teachers. New teachers receive ongoing assistance with organizing their classroom, classroom management, developing lesson plans and studying teaching methodology. Our model/leader teachers provide guidance, support and training for new teachers utilizing model classrooms as lab sites. Demonstration lessons are provided so new teachers can implement successful techniques and practices in their classrooms to deliver high quality instruction to their students.

5. Strategies to attract high-quality highly qualified teachers to high-need schools. **N/A**

6. Strategies to increase parental involvement through means such as family literacy services.

We encourage parents to be actively involved in their child's education and provide opportunities to assist them with family literacy workshops, literature, and related community organizations. We target parents of low-achieving students to support them in the education of their child. We encourage parents to participate in workshops by offering them at various times and by paying stipends to meet transportation and childcare costs.

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

A successful transition for all students and their families coming from early childhood programs, pre-school program under IDEA or State-run pre-school programs to the School Wide Programs is of primary importance. The following research from "NCLB" mirrors the philosophy of PS 31's Early Childhood Program. "Give students a strong successful start in education…to increase the probability that these children will succeed, activities should be provided in smaller classes with appropriate, quality reading and mathematics instruction as part of the overall program." PS 31's Kindergarten program provides students with the basic academic skills needed for long term success in school while providing a safe, nurturing environment. Parents are an important component in the transitional period. The school will demonstrate interest and support for each child's family. The following will be provided to secure a successful transition for students and their families:

- **Opportunities are provided for parents and children to tour the school and become familiar with the kindergarten program thereby easing transition.**
- **Parent/family meetings will be organized in order to answer questions and concerns regarding their children who will be entering kindergarten.**
- **Provide a forum to discuss their perceptions and expectations for kindergarten and elementary school.**
- **Students' academic and emotional needs will be constantly observed and assessed so interventions can be provided as necessary.**
  - **Pupil Personnel Committee Meetings to address needs of kindergarten students**
  - **AIS services for kindergarten students**
  - **Support services for all kindergarten students with IEPs**
  - **ECLAS-2 Assessments**
  - **Observations by teachers and SBST Team**
  - **Screening for hearing/vision**
- **Provide information about the PTA and Parent Coordinator to serve as a link between the parents and school as well as provide Parent Education Workshops.**

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

Our professional staff meets for workshops and study groups dedicated to working collaboratively as a learning community to plan, study and share best practices. By grouping teachers by grade level we differentiate our professional development workshops. Teachers collaboratively develop rubrics for assessment. Through portfolio assessment and grade-wide academic assessments in ELA and Math, teachers plan instruction to improve the individual achievement of students. Teachers analyze student work and assessments by looking at student work together as a group.

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

Students "at-risk" of not meeting the NYS Standards and those who have not met NYS minimum standards (Level 1 & 2) will receive Academic Intervention Services (AIS). Students who are not making adequate progress are quickly identified by teacher observation, teacher and school-made assessments, ECLAS-2, E-PAL-2, E-PAL-3, ELL Interim Assessments, Acuity and Performance Series Interim Assessments, and NYS Assessments. The Intervention Team formulates a plan of action for each child focusing on his/her specific needs. The school has developed the following AIS Programs.

- **PS 31 will provide instruction and support for students who are having difficulty meeting the standards in English Language Arts, Mathematics, Science and/or Social Studies. Instruction will be based on meeting student needs in a secure learning environment where students can take risks, become independent thinkers, life long learners and celebrate their accomplishments. All students are held to the same standards, but some students may need additional time and nurturing to reach these standards.**

Teachers and paraprofessionals providing Academic Intervention Services will work cooperatively with and support classroom teachers in order to meet the wide range of needs of the students in their classrooms and to enhance the curriculum to make learning more accessible for all students. They will use a variety of instructional materials and techniques to stimulate children's interest in learning and provide additional instruction according to children's needs. Communication with parents is crucial. The PPT, Collaborative Inquiry Teams and Intervention Team will work with parents to develop ways of working together to support their children's learning in school and at home.

Students who are having difficulty in academic areas and are "at risk" of not gaining the knowledge and skills necessary for meeting the NYS Standards or designated performance levels on state assessments will receive Academic

Intervention Services. Academic Intervention Services provide additional instruction that supplements the general curriculum as well as additional support services such as guidance, counseling, and speech to address the needs of each individual student.

- Using alternative methods to teach "at-risk" students
- Documenting the need for intervention and recording progress, or lack thereof
- Matching the student to the service
- Involving the entire staff including SBST, Social Workers, Speech Teachers, ELL Teachers, Guidance Counselors, School Psychologists, Intervention Teachers, Clusters, Computer teachers and Paraprofessionals
- Involving the parents and community

The Collaborative Inquiry Teams and Intervention Team will meet up to four times per month. The team will analyze the data to determine the criteria used for selecting students for intervention. After selecting students who will receive Academic Intervention Services, they will ascertain which assessments will be used to monitor student progress by each grade level. The team will work together on instructional approaches and scheduling. They will be responsible for assessing progress every four to six weeks and analyzing the assessments to make improvements or reevaluate the individual student's intervention plan. The team will share all information with the administration, classroom teachers and parents.

Multiple assessments such as New York State ELA, Acuity Predictive Assessments, Scantron Performance Series, ECLAS- 2, E-PAL-2, E-PAL-3, ELL Interim Assesments and classroom performance will be used as sources for targeting students for Academic Intervention Services.

- Students at risk of not meeting the promotional criteria
- Students who meet the promotional criteria but require additional support to achieve State Standards (below performance level 3)
- Grades K-3: ECLAS-2, E-PAL-2, E-PAL-3, NYSESLAT, ELL Interim Assessments, classroom assessment, Acuity Predictive Assessments and NYS ELA (Grade 3), school practice assessments
- Grades 4-5: NYS Standardized Assessments in ELA and Mathematics, NYSESLAT, NYS Science and Social Studies Assessments, Acuity Predictive Assessments, Scantron Performance Series, ELL Interim Assessments, classroom assessments. school practice assessments
- Teacher recommendations – documented

- Anecdotal Records
- Student Portfolios
- Progress Report Logs
- Level 2 and Low Level 3 on NYC/NYS Standardized Assessment

Selected students will receive Academic Intervention Services tailored to their needs. The intensity of service may vary as far as duration (number of times per week) and size of group (small, one on one). Services will be scheduled for direct instruction to support the classroom learning. Students will be monitored for progress at regularly scheduled intervals.

- 37 ½ minutes
- Small group instruction
- One on one tutoring (Before School, Lunch, Prep)
- AIS Reading and Writing
- AIS Mathematics
- Extended Day Reading/Math
- Saturday Reading/Math Programs
- ELL After School Program
- Speech Services
- Resource Room
- Computer Assisted Instruction (Lexia, Earobics, CCC)
- Summer School
- Crisis Intervention
- Counseling
- Referrals to outside agencies

Students who are identified as Level 1 and 2 in reading are grouped by their classroom teacher and will receive small group instruction. Level 1 and 2 students will receive AIS reading/writing support from an intervention specialist (teacher) and paraprofessional. Small group instruction will be provided to students who are having difficulty mastering their reading and writing skills. Children receive instruction in phonics, decoding, word recognition skills, fluency, reading comprehension and the writing process. Level 1 and 2 students receive computer assisted instruction via one of our intervention computer assisted programs. These programs monitor the students' progress in reading and

mathematics. The computer moves the student to the next level as soon as they master the previous level. The program tracks each student and provides reports to teachers on each child's progress. This AIS program will provide the students with additional instruction, encouragement and support in these skill areas to help them succeed. One on one tutoring, and after school programs for the 2009-10 school year in reading and mathematics will be provided.

Students who are identified as Level 1 and 2 and are not making adequate progress in mathematics will receive AIS instruction in mathematics. This program assists children to learn concepts, computation, problem solving skills as well as write short and extended responses for mathematical problems. The intervention specialist (teacher) works with small groups of children to reinforce and supplement classroom instruction in mathematics.

Students in need of AIS are monitored very closely all year. During the school year each teacher meets with parents of their students to inform them of the academic expectations set for their child and to learn how to help their child succeed. Students' success will be monitored by teacher assessments, teacher observation, standardized test scores and a prescribed combination of the following instruments used to monitor progress.

- **Leap Pad/Track Instruction**
- **WADE (Wilson)**
- **Fundations**
- **Franklin Talking Dictionaries (Speak and Spell)**
- **Acuity Predictive Assessments**
- **Symphony Math Program**
- **CCC (Computer Assisted Instruction)**
- **Earobics Steps 1 & 2 (Literacy Launch Computer Program)**
- **Lexia (Literacy/Phonemic Awareness Program)**
- **Teacher-made Assessments**
- **Intervention Team Conferences by Grade**
- **PPT Meetings**
- **Informal Observations**
- **Student Portfolios**

Students who are identified as Level 1 in reading and math and/or students who have not been promoted in grades 3-5 are offered the opportunity to go to the Summer Success Academy for an intensive day of reading, writing and mathematics. They are given the opportunity to re-take their standardized tests at the end of the summer program.

Students who are identified as needing support in science or social studies will receive push-in or pull-out AIS services. Students will receive additional instruction, encouragement and support in areas of weakness to help them progress.

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

PS 31 will consolidate, coordinate and integrate all allowable Federal, State and local programs to ensure that a comprehensive and unified educational program provides high quality instruction and student support services to all students served by the Title I School wide Program. We have consolidated many funding sources to supplement our educational program. Our goals as a School wide Program school are as follows.

- **Reduce class size in Grades 4-5. As EGCR State and Federal funds are being utilized to reduce class size in grades K-1, we have utilized Title I SWP and Contracts for Excellence funding to target grades 4-5 to provide instruction via a more individualized approach which meets the targeted needs of each student. In addition, curriculum pacing will be more effective and will provide more opportunities for reinforcement and enrichment in the core curriculum areas of literacy, mathematics, science and social studies.**
- **Provide intensive Academic Intervention Services to students at risk (Levels 1 & 2) for not meeting the standards as well as students with special needs and English Language Learners (Ells). We use Title I SWP to fund one full time AIS teacher (grade 3-4) and one paraprofessional (Kindergarten) to provide interventions. Our AIS teachers will provide AIS push-in and pull-out service in literacy, mathematics, science and social studies. Title I SWP and Title III will fund our ESL teachers to provide push-in and pull-out services and academic interventions to our ELL population.**
- **Provide intensive professional development for teachers. We will use our Title I SWP 10% and 5% set aside to hire contracted curriculum and staff developers and fund part of our full time staff developer.**

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

Directions: Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.

2. Ensure that planning for students served under this program is incorporated into existing school planning.

3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
    a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
    b. Help provide an accelerated, high –quality curriculum, including applied learning; and
    c. Minimize removing children from the regular classroom during regular school hours;

4. Coordinate with and support the regular educational program;

5. Provide instruction by highly qualified teachers;

6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;

7. Provide strategies to increase parental involvement; and

8. Coordinate and integrate Federal, State and local services and programs.

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

This appendix must be completed by all Title I and Non-Title schools designated for NCLB/SED improvement, including Improvement – Year 1 and Year 2 schools, Corrective Action (CA) – Year 1 and Year 2 schools, Restructured schools, and SURR schools. Additional information on the revised school improvement categories under the State's new Differentiated Accountability System will be released in late spring 2009.

NCLB/SED Status: _____ **SURR[1] Phase/Group *(If applicable):*** _____

Part A: For All Schools Identified for Improvement

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified.

2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

Part B: For Title I Schools Identified for Improvement

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.

3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

[1] School Under Registration Review (SURR)

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

SURR Group/Phase: _____ **Year of Identification:** _____ **Deadline Year:** _____

Part A: SURR Review Team Recommendations – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

Type of Review or Monitoring Visit (Include agency & dates of visits)	**Review Team Categorized Recommendations** (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	**Actions the school has taken, or plans to take, to address review team recommendations**

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

All schools must complete this appendix.

Background

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

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

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

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

1A. English Language Arts

Background

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

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

ELA Alignment Issues:

- **Gaps in the Written Curriculum.** Data show that the written curriculum in use by many schools is not aligned with the state standards in terms of the range of topics covered and the depth of understanding required. All reviewed curricula had gaps relative to the New York State ELA standards. The fewest gaps were found at Grade 2, but the gaps increased as the grade levels increased. Interviewed staff in a number of the schools that were audited reported less consistent and effective curriculum and instruction at the secondary level. These data further indicated that curricula were not adequately articulated—less articulated in secondary than elementary schools.

- **Curriculum Maps.** The curriculum alignment analyses noted that although a number of curriculum maps had been developed, the mapping has been done at a topical level only and does not drill down to an expected level of cognitive demand that will indicate to teachers what students should know and be able to do at each grade level. These curriculum maps addressed only content topics—not skills to be mastered, strategies to be utilized, or student outcomes to be attained.

- **Taught Curriculum.** The *Surveys of Enacted Curriculum* (SEC)[2] data also show that the taught curriculum is not aligned to the state standards. For example, in the reviewed high school-level ELA classes, auditors observed a great disparity between what is taught and the depth to which it should be taught. A similar lack of depth can be seen in elementary and middle grades as well (specifically Grades 2, 4, 5, and 6) and Grade 8. As one might look at it, the taught ELA curriculum is quite broad but lacks depth in any one area. Although standards indicate that instruction should be focused on having students create written products and spoken presentations, SEC data show quite the opposite. There is very little emphasis on speaking and listening and only a moderately higher level of emphasis on writing. Critical reading also is supposed to have a much greater depth than is currently occurring in high school English classes.

- **ELA Materials.** In a number of the audited schools, teachers interviewed indicate that they have sufficient amounts of curriculum materials available to them; however, the materials they have are not adequate to meet the needs of all learners, particularly English language learners, students with disabilities, and struggling readers. Further, the materials in use are reportedly often not relevant to

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

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

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

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

1A.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

PS 31 constantly assesses the literacy curriculum to align it with NYS Standards. We do this on a regular basis during literacy team meetings, grade conferences, June Planning and Inquiry Team meetings. Our school discusses its findings with the School Leadership Team and shares the information with the rest of the school community during faculty conferences and PTA meetings.

1A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

☐ Applicable ☒ Not Applicable

1A.3: Based on your response to Question 1A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

The evidence that dispels the relevance of this finding is plentiful. Our literacy curriculum is uniform, vertically and horizontally aligned from Kindergarten through grade 5. PS 31 has implemented Macmillan Treasures Reading Language Arts Program which is a research based, nationally test aligned comprehensive program for grades K-5. The program also aligns with NYS ELA Standards and addresses the areas of reading: decoding, word recognition, print awareness, fluency, background knowledge, vocabulary comprehension and motivation to read. It also provides strategies for English Language Learners and supports students with special needs thus providing comprehensive differentiated instruction for all students.

Teachers use the Treasures program as a basis for their lessons, tailoring it to meet the individual needs of their class and individual students. The Houghton Mifflin English Program addresses the areas of writing: spelling, handwriting, text production and motivation to write.

We have scored consistently high on NYS ELA Assessments over the past 10 years increasing to 94.0% of students in grades 3-5 scoring at levels 3 and 4. Students who need interventions receive them immediately. Our school has received an "A" for the past two years (since inception) on the New York City Progress Report as well as receiving an "Outstanding" on our Quality Review in 2008. Students in grades K-2 who have not met the benchmarks on E-CLAS-2 receive appropriate interventions immediately.

As stated by the reviewer in our 2006-2007 Quality Review, p. 5 (Well-developed), "Public School 31 has a consistent record of academic excellence, going back for a period of more than twenty-five years. The school's academic performance is a result of a combination of factors including: close monitoring of instructional quality and pacing; consistent processes and procedures from one grade level to the next; well established systems for professional learning, careful alignment of curriculum, instruction and assessment with state standards and, most importantly the careful use of data to set goals, shape instruction, and monitor interim progress on a regular basis."

1A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

1B. Mathematics

Background

New York State assessments measure conceptual understanding, procedural fluency, and problem solving. In the New York State Learning Standard for Mathematics, these are represented as *process strands* and *content strands*. These strands help to define what students should know and be able to do as a result of their engagement in the study of mathematics. The critical nature of the process strands in the teaching and learning of mathematics has been identified in the New York State Learning Standard for Mathematics, revised by NYS Board of Regents on March 15, 2005: The process strands (Problem Solving, Reasoning and Proof, Communication, Connections, and Representation) highlight ways of acquiring and using content knowledge. These process strands help to give meaning to mathematics and help students to see mathematics as a discipline rather than a set of isolated skills. Student engagement in mathematical content is accomplished through these process strands. Students will gain a better understanding of mathematics and have longer retention of mathematical knowledge as they solve problems, reason mathematically, prove mathematical relationships, participate in

mathematical discourse, make mathematical connections, and model and represent mathematical ideas in a variety of ways. (University of the State of New York & New York State Education Department, 2005, p. 2) When curriculum guides lack precise reference to the indicators for the process strands, then explicit alignment of the curriculum to the process strands is left to the interpretation of the individual classroom teacher.

Specific Math Alignment Issues:

- A review of key district documents for mathematics shows substantial evidence that the primary mathematics instructional materials for Grades K–8 (*Everyday Mathematics* [K–5] and *Impact Mathematics* [6–8]) are aligned with the New York state *content strands* except for some gaps that appear at the middle school level in the areas of measurement and geometry and number sense and operations. The instructional materials that were available at the high school level during the time of the audits (New York City Math A and B [8–12]) were aligned with the 1999 standards but not with the newer 2005 standards. Furthermore, these documents show that there is a very weak alignment to the New York state *process strands* for mathematics at all grade levels.

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

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

1B.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

PS 31 constantly assesses the mathematics curriculum to align it with NYS Standards. This is done on a regular basis during Math Team meetings, grade conferences, June Planning and Collaborative Inquiry Team meetings. Our school discusses its findings with the School Leadership Team and shares the information with the rest of the school community during faculty conferences and PTA meetings.

1B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

☐ Applicable ☒ Not Applicable

1B.3: Based on your response to Question 1B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

The evidence that dispels the relevance of this finding is plentiful. Our mathematics curriculum is uniform, vertically and horizontally aligned from Kindergarten through grade 5. PS 31 has implemented the MacGraw/MacMillan New York Math Connects Program which is a research based, comprehensive program for grades K-5 specifically designed to meet to NYS

Standards (Pre and Post March) in math. The program provides a balanced, in depth approach to teaching mathematical concepts, skills, problem solving and mathematical reasoning within the process strands. This is accomplished through print, technology and manipulatives.

Our students have scored consistently high on NYS Mathematics Assessments for the past 10 years increasing to 99.0% of students in grades 3-5 scoring at levels 3 and 4. Students in the early childhood grades K-2 score high in math on monthly school assessments. Our school has received an "A" for the past two years (since inception) on the New York City Progress Report as well as receiving an "Outstanding" on our Quality Review in 2008. Students who need interventions receive them immediately.

As stated by the reviewer in our 2006-2007 Quality Review Report, p. 5 (Well-developed), "Public School 31 has a consistent record of academic excellence, going back for a period of more than twenty-five years. The school's academic performance is a result of a combination of factors including: close monitoring of instructional quality and pacing; consistent processes and procedures from one grade level to the next; well established systems for professional learning, careful alignment of curriculum, instruction and assessment with state standards and, most importantly the careful use of data to set goals, shape instruction, and monitor interim progress on a regular basis."

Additionally, stated by a different reviewer in our 2007-2008 Quality Review Report, p. 4 (Outstanding), "Systematic teaching of literacy and math alongside high quality enrichment programs ensures nearly everyone achieves well."

1B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 2: INSTRUCTION

Overall: Multiple data sources indicate that direct instruction and individual seatwork are the predominant instructional strategies used by teachers in audited districts; there is indication of limited use of best practices and research-based practices, including differentiated instruction. A number of schools in audited districts further evidenced a lack of student engagement in classrooms, particularly at the secondary level. These data also show that there is an intention to use research-based and best practices; yet according to the interviews, SEC, and classroom observations, there is limited evidence of implementation and monitoring of such practices. Interview data indicate that in audited districts, teachers indicate a need for more support focused on differentiation of instruction for all learners.

2A – ELA Instruction

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

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

2A.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

The administration and pedagogues at PS 31 are constantly reflecting and assessing their instructional strategies. We do this on a regular basis during literacy team meetings, grade conferences, inter-visitations, lab sites, workshops and lesson studies in order to discuss best practices and research-based practices, including differentiated instruction. We discuss our findings with the rest of the school community during faculty and grade conferences.

2A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

☐ Applicable ☒ Not Applicable

2A.3: Based on your response to Question 2A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

We have compelling evidence that dispels the relevance of this finding. Our instructional strategies are ever evolving. Based on research as well as best practices, our strategies include direct instruction, modeling, guided practice, independent, paired or group practice, discussion and assessment. Based on assessment of student need, interventions are applied immediately and are continuously monitored. Accountability is therefore built into the program.

Our students have scored consistently high on NYS ELA Assessments for the past 10 years increasing to 97.0% of students in grades 3-5 scoring at levels 3 and 4. Students who need interventions receive them immediately. Our school has received an "A" for the past two years (since inception) on the New York City Progress Report as well as receiving an

"Outstanding" on our Quality Review in 2008. Students in grades K-2 who have not met benchmarks on E-CLAS-2 receive appropriate interventions immediately.

Additionally, stated by a different reviewer in our 2007-2008 Quality Review Report, p. 4 (Outstanding), "Teachers make learning fun and differentiate for the needs of all learners…Monitoring and reviewing are done with rigor and regularity to secure very high quality classroom practice."

2A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

2B – Mathematics Instruction

Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of student engagement was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12 mathematics classrooms. *School Observation Protocol* (SOM[3]) and SEC results also shed light on some of the instructional practices in the mathematics classroom. The SOM noted that direct instruction in K-8 mathematics classes was frequently or extensively seen 75 percent of the time in Grades K–8 (and 65 percent of the time in Grades 9–12). Student activities other than independent seatwork and hands-on learning in the elementary grades were rarely if ever observed. Technology use in mathematics classes also was very low.

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

2B.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

The administration and pedagogues at PS 31 are constantly reflecting on, and assessing their instructional strategies. We do this on a regular basis during Math Team meetings, grade conferences, inter-visitations, lab sites, workshops and lesson

[3] To examine instruction in the classrooms, the School Observation Measure (SOM) was used to capture classroom observation data for the district audit. The SOM was developed by the Center for Research in Educational Policy at the University of Memphis. The SOM groups 24 research based classroom strategies into six categories: (1) instructional orientation, (2) classroom organization, (3) instructional strategies, (4) student activities, (5) technology use, and (6) assessment. Two to seven key classroom strategies are identified within each category for a total of 24 strategies that observers look for in the classroom. These 24 strategies were selected to address national teaching standards.

studies in order to discuss best practices and research-based practices, including differentiated instruction. We discuss our findings with the rest of the school community during faculty conference and grade conferences.

2B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

☐ Applicable ☒ Not Applicable

2B.3: Based on your response to Question 2B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

We have compelling evidence that dispels the relevance of this finding. Our instructional strategies are ever evolving. Based on research as well as best practices, our strategies include direct instruction, modeling, guided practice, independent, paired or group practice, discussion and assessment. Based on assessment of student need, interventions are applied immediately and continuously monitored. Accountability is therefore built into the program.

Our students have scored consistently high on NYS Math Assessments for the past 10 years increasing to 100.0% of students in grades 3-5 scoring at levels 3 and 4. Our school has received an "A" for the past two years (since inception) on the New York City Progress Report as well as receiving an "Outstanding" on our Quality Review in 2008. Students who need interventions receive them immediately. Students in the early childhood grades K-2 score high in math on monthly school assessments.

As stated by a reviewer in our 2007-2008 Quality Review Report, p. 4 (Outstanding), "Teachers make learning fun and differentiate for the needs of all learners…Monitoring and reviewing are done with rigor and regularity to secure very high quality classroom practice… Systematic teaching of literacy and math alongside high quality enrichment programs ensures nearly everyone achieves well."

2B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY

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

Please respond to the following questions for Key Finding 3:

3.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

The principal's cabinet researched the teacher turnover rate and found there is very little.

3.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

☐ Applicable ☒ Not Applicable

3.3: Based on your response to Question 3.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Our research indicates 85.7% of our teachers have been teaching more than two years in PS 31 (based on School Profile Part B: School Demographics and Accountability Snapshot), therefore dispelling the relevance of this finding. Our research further indicated that newly hired teachers were replacements for retirees and teachers on child care leave.

3.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS

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

Please respond to the following questions for Key Finding 4:

4.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

PS 31 constantly assesses the needs of our pedagogues. The administration and staff developer regularly have conversations with teachers regarding their professional development needs with respect to their ELL students. In addition, surveys are given to teachers several times a year to determine their specific goals and needs.

4.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

☐ Applicable ☒ Not Applicable

4.3: Based on your response to Question 4.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

In addition to the quality ELL professional development provided at PS 31, teachers are afforded the opportunity to sign up for workshops and training on the district/regional level. Professional development opportunities are posted in the main office and catalogues are made available. Teachers have requested and received Wilson Reading Program training to support the ELL learners in decoding, phonemic awareness and fluency in English. The school budget has paid for the teachers to attend these trainings.

4.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION

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

Please respond to the following questions for Key Finding 5:

5.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

Teachers, administrators, ESL teacher and Collaborative Inquiry Team Members have conversations and regularly review classroom teachers' assessment binders which contain concrete data for each student.

5.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

☐ Applicable ☒ Not Applicable

5.3: Based on your response to Question 5.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Classroom teachers meet regularly with the ESL teacher and administrators in order to understand and monitor testing data including the NYSESLAT, LAB-R, E-CLAS-2 as well as in-house formative and summative assessments. Data is disaggregated by student proficiency level as well as their time in the United States. Each teacher keeps a binder in which results and data are recorded and progress is continually analyzed. Such consistent monitoring is designed in order to arrange for specific interventions as well as plan and drive instruction. The Inquiry Team uses the ITT Tool to filter ELL data and share pertinent findings with classroom teachers, specialists and service providers. Administrators have been using the ARIS system to access student information. Key staff members have registered for training and will turnkey training to all teachers.

5.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION

While the DOE and individual schools have made a substantial investment in professional development for special and general education teachers, classroom observations, IEP reviews, and interviews indicate that many general education teachers, special education teachers, and school administrators do not yet have sufficient understanding of or capacity to fully implement the range and types of instructional approaches that will help to increase access to the general education curriculum and improve student performance. Further, many general education teachers remain unfamiliar with the content of the IEPs of their students with disabilities, have a lack of familiarity with accommodations and modifications that would help support the students with disabilities in their classrooms, and are not knowledgeable regarding behavioral support plans for these students.

Please respond to the following questions for Key Finding 6:

6.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

Special education, general education teachers and service providers meet regularly during PPT meetings, grade conferences, faculty conferences, and professional development sessions. Time is allotted and opportunities are provided for congruence.

6.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

☐ Applicable ☒ Not Applicable

6.3: Based on your response to Question 6.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

General education teachers of students with IEPs (including GE Collaborative Team Teachers) are included in Annual Reviews, Triennials and PPT Meetings. They are kept abreast of individual student disabilities, modifications needed to support them in the classroom and progress being made to meet their annual goals as indicated on their IEPs.

6.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 7: INDIVIDUALIZED EDUCATION PROGRAMS (IEPS FOR STUDENTS WITH DISABILITIES)
Although IEPs clearly specify testing accommodations and/or modifications for students with disabilities, they do *not* consistently specify accommodations and/or modifications for the *classroom environment* (including instruction). Further, there appears to be lack of alignment between the goals, objectives, and modified promotion criteria that are included in student IEPs and the content on which these students are assessed on grade-level state tests. Finally, IEPs do not regularly include behavioral plans—including behavioral goals and objectives—even for students with documented behavioral issues and concerns.

Please respond to the following questions for Key Finding 7:

7.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

Special education teachers and specialists review the testing accommodations and modifications for students with disabilities on a weekly basis. Administration and special education teachers review the recommendations to make certain they are delivered in the classroom environment. Special education teachers and the SBST meet regularly to discuss individual student IEPs to ascertain that they are aligned with the academic as well as behavioral goals and objectives.

7.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

☐ Applicable ☒ Not Applicable

7.3: Based on your response to Question 7.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

The administration and special education team review IEPs rigorously to ascertain that students are receiving the appropriate accommodations and modifications. The administration checks to make sure that students receive these accommodations during instruction as well as informal and formal testing. The students modified promotional criteria is clarified where applicable.

7.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10

This appendix will not be required for 2009-10.

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

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

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Part A: FOR TITLE I SCHOOLS

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

Currently PS 31 has 1 student in Temporary Housing.

1. Please describe the services you are planning to provide to the STH population.

Budget:

- **PS 31 has allocated $1,000 in OTPS to provide money for basic supplies, emergency books, and materials the student(s) may need. We have also allocated Title I money for academic and intervention after school programs. Additional money will be allocated if our STH population increases.**

Services

- **Outreach efforts to work with the student(s) and families.**
- **Counseling services will be offered and provided to student(s) and their families.**
- **Assistance with transportation will be provided.**

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).

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

3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in the borough Integrated Service Center (ISC) or Children First Network.

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