



**PS 31 SAMUEL F DUPONT
MAGNET SCHOOL FOR THE ARTS AND HUMANITIES**

**2010-2011
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

SCHOOL: 14K031
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SECTION I: SCHOOL INFORMATION PAGE

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

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

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

SCHOOL CONTACT PERSON: Mary J. 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 NETWORK INFORMATION

DISTRICT: 14 **CHILDREN FIRST NETWORK (CFN):** 307

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 member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at

<http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.

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

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

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

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, 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) and Fundraising Committee. 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 (when funding allows) 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, Kids Rock Guitar Club, ESL (English as a Second Language)
- Saturday Academies
- Monthly Parent Workshops

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, 2008 and 2009. Additionally, we won the Magnet Schools of Distinction Award in 2008.

SECTION III – Cont'd

Part B. School Demographics and Accountability Snapshot (SDAS)

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 of this section) is available for download on each school's NYCDOE webpage under "Statistics." Pre-populated SDAS data is updated twice yearly. 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 2010-1B - April 2010)

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)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10			
Pre-K	21	28	23		95.3	95.3	TBD			
Kindergarten	81	73	111							
Student Stability - % of Enrollment:										
(As of June 30)	2007-08	2008-09	2009-10							
Grade 1	90	83	81		93.0	93.1	TBD			
Grade 2	79	102	82							
Grade 3	85	73	96							
Grade 4	95	81	72							
Poverty Rate - % of Enrollment:										
(As of October 31)	2007-08	2008-09	2009-10							
Grade 5	93	89	77		65.9	65.9	75.0			
Grade 6	0	0	0							
Grade 7	0	0	0							
Grade 8	0	0	0							
Students in Temporary Housing - Total Number:										
(As of June 30)	2007-08	2008-09	2009-10							
Grade 9	0	0	0		1	19	TBD			
Grade 10	0	0	0							
Grade 11	0	0	0							
Grade 12	0	0	0							
Ungraded	3	0	1							
Total	547	529	543	Recent Immigrants - Total Number:						
(As of October 31)	2007-08	2008-09	2009-10							
	4	7	8							
Special Education Enrollment:					Suspensions (OSYD Reporting) - Total Number:					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10			
# in Self-Contained Classes	11	12	18	Principal Suspensions	0	0	TBD			
# in Collaborative Team Teaching (CTT) Classes	14	14	13	Superintendent Suspensions	0	0	TBD			
Number all others	19	24	20							
These students are included in the enrollment information above.					Special High School Programs - Total Number:					
(As of October 31)	2007-08	2008-09	2009-10							
	0	0	0	CTE Program Participants	0	0	0			
	0	0	0	Early College HS Program Participants	0	0	0			
English Language Learners (ELL) Enrollment: (BESIS Survey)					Number of Staff - Includes all full-time staff:					
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10			
# in Transitional Bilingual Classes	0	0	0	Number of Teachers	42	38	TBD			
# in Dual Lang. Programs	0	0	0							
# receiving ESL services only	39	37	43							

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	0	1	8	Number of Administrators and Other Professionals	4	4	TBD
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	4	4	TBD
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	TBD	% fully licensed & permanently assigned to this school	100.0	100.0	TBD
				% more than 2 years teaching in this school	85.7	84.2	TBD
				% more than 5 years teaching anywhere	66.7	71.1	TBD
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher			
(As of October 31)	2007-08	2008-09	2009-10	% core classes taught by "highly qualified" teachers (NCLB/SED)	93.0	92.0	TBD
American Indian or Alaska Native	0.2	0.2	0.4		100.0	100.0	TBD
Black or African American	4.0	3.6	4.6				
Hispanic or Latino	50.3	48.8	46.8				
Asian or Native Hawaiian/Other Pacific Isl.	12.1	11.7	10.1				
White	33.5	34.2	35.5				
Male	49.2	50.3	49.5				
Female	50.8	49.7	50.5				
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/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:							
	Phase			Category			
	In Good Standing (IGS)	√	Basic	Focused	Comprehensive		
	Improvement Year 1						
	Improvement Year 2						
	Corrective Action (CA) – Year 1						
	Corrective Action (CA) – Year 2						
	Restructuring Year 1						
	Restructuring Year 2						
	Restructuring Advanced						

CEP Section III: School Profile
 Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
Individual Subject/Area AYP Outcomes:							
Elementary/Middle Level				Secondary Level			
ELA:	√			ELA:			
Math:	√			Math:			
Science:	√			Graduation Rate:			
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
	Elementary/Middle Level			Secondary Level			Progress Target
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	√	√	-				
Multiracial							
Students with Disabilities	-	-	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	√	√					
Student groups making AYP in each subject	4	4	1				
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 25% of the Overall Score)				Quality Statement 5: Monitor and Revise			
Student Progress:	45.7						
(Comprises 60% of the Overall Score)							
Additional Credit:	NR						
KEY: AYP STATUS				KEY: QUALITY REVIEW SCORE			
√ = Made AYP				Δ = Underdeveloped			
√ ^{BH} = 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			
KEY: PROGRESS REPORT DATA				◊ = Outstanding			
NR = Data Not Reported				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.							
** http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf							

SECTION IV: NEEDS ASSESSMENT

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

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

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

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 four of the NYC Progress Report (since inception 2006-07, 2007-08, 2008-09 and 2009-10). We have also received a high score in School Environment with a score 11.7 in 2009-2010 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, "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, "'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 achievement which continues to show evidence of student progress 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. Our school ranked #5 in ELA and #5 in Math out of all of the elementary schools in NYC. We received an excellent score in overall student performance, scoring 22.74 out of 25 points in 2009-2010, compared to the NYC average which was much lower. 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, increased further to 46.0 out of 60 points in 2008-2009 and in 2009-2010 we scored 60 out of 60 points! 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. Our grade level teams work together analyzing data, planning goals and tailoring instruction. These teams have supported our targeted groups of "at risk" students in making gains on the 2009-2010 NYS ELA Assessment. As students in the targeted group received special attention (2-3 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 a 3.3% decrease in students achieving levels 3 & 4 amongst all students tested in grades 3-5 over the past three years. However, there was an overall drop overall in NYC schools.

***NYS ELA Subgroup Results
Percentage of Level 3 & 4***

Subgroup ELA	Gr 3,4,5 2010	Gr 3 2010	Gr 4 2010	Gr 5 2010	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
All Students	90.7%	87.8	91.4	93.4	97%	96%	99%	98%	94%	90%	93%	99%
Gen Ed	92.4	91.3	91.2	94.5	99%	97%	99%	100%	95%	90%	94%	99%
Stud w/Disabilities	76.9	60	92.3	s	88%	93%	100%	75%	78%	100%	60%	100%
Asian or Pacific Is	96.4	91.7	100	100	100%	100%	100%	100%	85%	70%	86%	100%
Black	100	S	s	100	92%	100%	86%	100%	93%	86%	100%	100%
Hispanic	86.7	82.5	84.2	92.9	96%	92%	100%	96%	94%	95%	89%	98%
White	93.4	91.2	100	89.5	100%	100%	100%	100%	98%	91%	100%	100%
Female	92	90	96.7	90.5	98%	97%	98%	98%	93%	87%	91%	100%
Male	89.5	86	87.5	97.1	97%	95%	100%	98%	95%	94%	94%	98%
English Proficient	91.1	88	91.2	94.6	98%	97%	99%	98%	95%	91%	93%	100%
Limited English Prof	81.8	85.7	s	s	92%	67%	100%	98%	73%	80%	67%	67%
Economically Disadv					97%	95%	98%	97%	94%	90%	93%	99%
Not Econ Disadv					100%	100%	100%	100%				

Percentage of Students Performing at Each Level in ELA from 2008-2010

	All Grades	Grade 3	Grade 4	Grade 5	All Grades	Grade 3	Grade 4	Grade 5	All Grades	Grade 3	Grade 4	Grade 5
	2010	2010	2010	2010	2009	2009	2009	2009	2008	2008	2008	2008
Level 4	36%	43.3	18.6	43.4	23%	14%	15%	37%	19%	17%	22%	18%
Level 3	54.7%	44.4	72.9%	50	75%	82%	84%	61%	75%	73%	70%	80%
Level 2	9.3%	12.2	8.6%	6.6	3%	4%	1%	2%	6%	10%	7%	1%
Level 1	0%	0	0	0	0%	0%	0%	0%	0%	0%	0%	0%
Total Tested	236	90	70	76	238	72	79	88	267	82	94	92

Results for NYS ELA Assessment for all tested students in grades 3-5 indicates a 3.3% decrease over three years from 94% to 90.7% of all students performing at levels 3 & 4. However, students in grades 3-5 achieving level 4 increased from 17% from 19% in 2008 to 36% in 2010.

Results for NYS ELA Assessment for all tested students in grade 3 scoring a level 3 & 4 indicate a three year decrease of 2.2% from 90% in 2008 to 87.8% in 2010. However, grade 3 students achieving level 4 increased 25.3% from 17% in 2008 to 41.3% in 2010. General Education students in grade 3 scoring level 3 & 4 show a gain of 1.3% from 90% to 91.3% over the same period. Asian students in grade 3 also show a gain of 31.7% from 70% to 91.7% over the three year period.

Results for NYS ELA Assessment for all tested students in grade 4 indicates a 1.6% three year decrease from 93% in 2008 to 91.4% in 2010 of all students performing at levels 3 & 4. However the percentage of students with disabilities in grade 4 increased 32.3% from 60% to 91.2% over the same three year period. Asian students in grade 4 also show a gain of 14% from 86% to 100% over the three year period.

Results for NYS ELA Assessment for all tested students in grade 5 indicate a three year decrease of 5.6%, from 99% in 2008 to 93.4% in 2010 for all students performing at levels 3 & 4. However, grade 5 students achieving level 4 increased 24.4% from 18% in 2008 to 43.4% in 2010.

We are extremely proud of the progress of our Special Needs students, English Language Learners and subgroups in ELA. Black students in grades 3-5 scoring level 3 & 4 increased 7% over the three year period from 2008-2010. Asian students in grades 3-5 scoring level 3 & 4 increased 11.4% over the three years as well. Additionally, ELL students scoring level 3 & 4 increased by 8.8% over the same time period. Students with disabilities in grades 3-5 scoring levels 3 & 4 showed a very small decrease of 1.1% from 78% in 2008 to 76.9% in 2010.

NYS Mathematics Percentage of Level 3 & 4 2008-2010

Subgroup Math 2010	Gr 3,4,5	Gr 3	Gr 4	Gr 5	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
All Students	95.4	89.1	100	98.7	All Students	100%	100%	100%	100%	All Students	100%	100%	99%	100%
Gen Ed	96.3	91.5	100	98.7	Gen Ed	100%	100%	100%	100%	Gen Ed	100%	100%	100%	100%
Stud w/Disabilities	88.5	70	100	98.9	Stud w/Disabilities	100%	100%	100%	100%	Stud w/Disabilities	91%	100%	80%	100%
Asian or Pacific Is	90	83.3	100		Asian or Pacific Is	100%	100%	100%	100%	Asian or Pacific Is	100%	100%	100%	100%
Black	100	s	s		Black	100%	100%	100%	100%	Black	100%	100%	100%	100%
Hispanic	95.9	87.8	100		Hispanic	100%	100%	100%	100%	Hispanic	99%	100%	98%	100%
White	96.1	91.4	100		White	100%	100%	100%	100%	White	100%	100%	100%	100%
Female	94.8	87.8	100	97.7	Female	100%	100%	100%	100%	Female	99%	100%	98%	100%
Male	96	90.2	100	100	Male	100%	100%	100%	100%	Male	100%	100%	100%	100%
English Proficient	96.4	90.4	100	100	English Proficient	100%	100%	100%	100%	English Proficient	100%	100%	99%	100%
Limited English Prof	81.3	77.8	s	s	Limited English Prof	100%	100%	100%	100%	Limited English Prof	100%	100%	100%	100%
Economically Disadv					Economically Disadv	100%	100%	100%	100%	Economically Disadv	100%	100%	99%	100%
Not Econ Disadv					Not Econ Disadv	100%	100%	100%	100%	Not Econ Disadv				

Results by Performance Levels 2008-2010

	All Grades 2010	Grade 3 2010	Grade 4 2010	Grade 5 2010	All Grades 2009	Grade 3 2009	Grade 4 2009	Grade 5 2009	All Grades 2008	Grade 3 2008	Grade 4 2008	Grade 5 2008
Level 4	66.8	51.1	76.1	76.9	80%	83%	77%	80%	65%	52%	71%	69%
Level 3	28.6	38	23.9	21.8	20%	17%	23%	20%	35%	48%	28%	31%
Level 2	4.6	10.9	0	1.3	0%	0%	0%	0%	0%	0%	1%	0%
Level 1	0	0	0	0	0%	0%	0%	0%	0%	0%	0%	0%
Total Tested	241	92	71	78	238	71	79	88	270	82	94	94

The results from the 2010 NYS Math Assessment indicate extremely high student achievement over the past three years. Overall, since 2008, the percentage of students in grades 3-5 achieving a level 3 or 4 in math has been over 95%. Although, we dropped 4.6% from 100% to 95.4% in all tested students grades 3-5, the entire city dropped as well. In addition, all tested students in grades 3-5 achieving a level 4 increased 3.8% in the past three years from 65% in 2008 to 66.8% in 2010. Our grade 5 students scoring level 4 increased an incredible 17.9% from 69% in 2008 to 76.9% in 2010.

Students' achievement in Math by subgroup for grades 3-5 indicates high performance. Although most groups show a drop of about 4%, the rest of the school dropped the same. Results for NYS Math Assessment for all tested students in grade 4 indicate a three year gain of 20% from 80% in 2008 to 100% in 2010 of all students performing at levels 3 & 4. In addition, grade 4 students achieving a level 4, increased tremendously by 5.1% from 71% in 2008 to 76.1% in 2010. All grade 4 subgroups remained at 100% achieving levels 3 & 4 in 2010.

Results for grade 2 E-PAL (Early Performance Assessment in Language) over the three year period from 2008-2010 indicate high achievement with 97% of students in 2010 scoring levels 2 & 3. Students scoring at the highest level (level 3) in Listening/Writing show an increase of 18.2% from 62.8% in 2008 to 81% in 2010, as well as a decrease in Reading/Writing of 15.4% in level 1 from 15.4% to 0% over the three years. In Listening/Writing there was a decrease of 4.7% of students scoring at level 1 from 7.7% in 2008 to 3% in 2010. In Writing Mechanics, students show a 15.7% increase from 42.3% to 58% in achieving level 3, with a 6% decrease from 9% to 3% in students scoring level 1 over the three year period.

E-PAL GRADE 2 2008-2010

YEAR		# OF Students	% SCORE 0	% SCORE 1	% SCORE 2	% SCORE 3
2009-10		77	0	3	16	81
2008-09	LISTENING/ WRITING	91	0	0	12	88
2007-08		78	0	7.7	29.5	62.8
2009-10		77	0	0	57	43
2008-09	READING/ WRITING	91	0	0	35	65
2007-08		78	0	15.4	37.2	47.4
2009-10		77	0	3	39	58
2008-09	WRITING MECHANICS	91	0	0	16	84
2007-08		78	0	9	48.7	42.3

We disaggregated and analyzed *ECLAS-2* (Early Childhood Literacy Assessment System) from 2008-2010. Data for each student in grades K-3. The chart below shows the results.

ECLAS-2	Grade K	Grade 1	Grade 2	Grade 3
2010				
Total # of Students	114	72	78	89
# Met All Benchmarks	83	65	78	89
% Met All Benchmarks	73%	90%	100%	100%
# Did Not Meet All Benchmarks	31	7	0	0
% Did Not Meet All Benchmarks	27%	10%	0%	0%
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 17% from 56% in 2008 to 73% in 2010. Grade 1 students show an extraordinary gain of 29% from 61% in 2008 to 90% in 2010. Students in grade 2 made gains of 13% as well, going from 87% in 2007 to an amazing 100% in 2010. Students in grade 3 made a gain of 1%, from 99% in 2008 to 100% in 2010.

GRADE	# of Students Not Met Benchmark	% Syllable Clapping	% Rhyme Recognition	% Rhyme Generation	% Spelling	% Initial Consonant	% Alphabet Recognition	% Alphabet Writing		
Kindergarten										
2010	31	29%	19%	90%	3%	6%	9%	0%		
2009	17	35%	23%	53%	5%	12%	12%	1%		
2008	35	42.9%	35%	34.3%	20%	6%	6%	2%		
GRADE	# of Students Not Met Benchmark	% Listening Comprehension	% Writing Expression	% Vocabulary	% Decoding	% Spelling	% Sight Words	% Reading Accuracy	% Reading Comprehension	% Writing Development
First										
2010	10	1%	1%	6%	1%	0%	0%	0%	0%	0%
2009	19	58%	42%	10%	0%	21%	0%	0%	0%	5%
2008	36	75%	61%	36%	31%	19%	17%	11%	11%	3%
GRADE	# of Students Not Met Benchmark	% Listening Comprehension	% Writing Development	% Vocabulary	% Decoding	% Spelling	% Sight Words	% Oral Expression	% Reading Comprehension	% Reading Accuracy
Second										
2010	0									
2009	1					100%	100%		100%	
2008	10				70%		60%	50%	50%	20%
GRADE	# of Students Not Met Benchmark	% Listening Comprehension	% Writing Development	% Vocabulary	% Decoding	% Spelling	% Sight Words	% Oral Expression	% Reading Comprehension	% Reading Accuracy
Third										
2010	0									
2009	0									
2008	1						100%			

Upon analyzing individual student results over 3 years for those students who did not meet all benchmarks in all areas, the overall results for grades K-1 are excellent. In kindergarten, students improved by 16% in Rhyme Recognition, by 13.9% in Syllable Clapping, by 17% in Spelling and by 2% in Alphabet Writing. The kindergarten students struggled the most with Rhyme Generation. In grade one, the students who did not meet all of the benchmarks made large gains in Listening Comprehension, Writing Expression, Vocabulary, Decoding, Spelling, Sight Words, Reading Accuracy and Reading Comprehension. In grades 2 and 3, all tested students met the benchmarks.

Our ELL students have shown a substantial increase of 21% from 22% to 43% in the number of students reaching proficiency on the NYSESLAT over the last three years. Students reaching the intermediate level have also increased by 10% from 14% to 24% over the same period. Our beginners have increased as well by 8% from 6% to 14%, however, there was an increase in the number of kindergarten ELL students newly admitted in 2009.

Year	# Tested	% Beginner	% Intermediate	% Advanced	% Proficient
09-10	42	0.14	0.24	0.19	0.43
08-09	37	0.14	0.19	0.32	0.35
07-08	36	0.06	0.14	0.58	0.22

NYSESLAT results over the past three years show a 13% increase for all tested ELL students in all grades reaching proficiency in LS (Listening & Speaking) from 36% in 2008 to 49% in 2010. All tested students reaching proficiency in RW (Reading & Writing) show an increase of 10% from 47% in 2008 to 57% in 2010. K-1 all tested ELL students achieving proficiency dropped 6% over the three year period from 2008 to 2010 in LS, as well as a decrease of 2% in RW over the three year period. All tested students in grades 2-4 reaching proficiency showed marked gains of 60% in LS and 38% gains in RW over the same time period. All tested students in Grade 5 achieving proficiency show a decrease of 17% both in LS and RW. All of our subgroups made gains with the exception of General Education and White students in both LS and RW over the 3 year period.

NYSESLAT - ALL TESTED STUDENTS

		TOTAL #	BEG	INTER	ADV	PROF
LISTENING	09-10	47	6%	17%	28%	0.49
& SPEAK	08-09	40	8%	15%	23%	0.55
(All Grades)	07-08	36	0%	11%	53%	0.36
READING	09-10	47	13%	23%	6%	0.57
& WRITING	08-09	40	18%	18%	25%	0.40
(All Grades)	07-08	36	6%	11%	36%	0.47
LISTENING	09-10	28	4%	25%	39%	0.32
& SPEAK	08-09	14	7%	36%	36%	0.21
(K-1)	07-08	21	0%	19%	43%	0.38
READING	09-10	28	11%	36%	7%	0.46
& WRITING	08-09	14	36%	29%	21%	0.14
(K-1)	07-08	21	10%	14%	29%	0.48
LISTENING	09-10	15	7%	7%	7%	0.80
& SPEAK	08-09	23	9%	4%	13%	0.74
(2-4)	07-08	12	0%	0%	75%	0.25
READING	09-10	15	13%	7%	0%	0.80
& WRITING	08-09	23	9%	13%	30%	0.48
(2-4)	07-08	12	0%	8%	50%	0.42
LISTENING	09-10	4	25%	0%	25%	0.50

& SPEAK	08-09	3	0%	0%	33%	0.67
(5-6)	07-08	3	0%	0%	33%	0.67
READING	09-10	4	25%	0%	25%	0.50
& WRITING	08-09	3	0%	0%	0%	100
(5-6)	07-08	3	0%	0%	33%	0.67

NYSESLAT - GENERAL EDUCATION

		TOTAL #	BEG	INTER	ADV	PROF
LISTENING	09-10	38				53%
& SPEAK	08-09	35				57%
(All Grades)	07-08	30				37%
READING	09-10	38				63%
& WRITING	08-09	35				40%
(All Grades)	07-08	30				57%
LISTENING	09-10	22				41%
& SPEAK	08-09	13	8%	38%	31%	23%
(K-1)	07-08	16	0%	19%	44%	38%
READING	09-10	22				59%
& WRITING	08-09	13	38%	23%	23%	15%
(K-1)	07-08	17	6%	18%	18%	59%
LISTENING	09-10	13				77%
& SPEAK	08-09	19	11%	5%	5%	79%
(2-4)	07-08	10	0%	0%	80%	20%
READING	09-10	13				77%
& WRITING	08-09	19	11%	11%	32%	47%
(2-4)	07-08	10	0%	10%	40%	50%
LISTENING	09-10	3				33%
& SPEAK	08-09	3	0%	0%	33%	67%
(5-6)	07-08	3	0%	0%	33%	67%
READING	09-10	3				33%
& WRITING	08-09	3	0%	0%	0%	100%
(5-6)	07-08	3	0%	0%	33%	67%

NYSESLAT - STUDENTS WITH DISABILITIES

		TOTAL #	BEG	INTER	ADV	PROF
LISTENING	09-10	6				0%
& SPEAK	08-09	1	0%	0%	100%	0%
(K-1)	07-08	4	0%	25%	50%	25%

READING	09-10	6				0%
& WRITING	08-09	1	0%	100%	0%	0%
(K-1)	07-08	4	25%	0%	75%	0%
LISTENING	09-10	2				100%
& SPEAK	08-09	4	0%	0%	50%	50%
(2-4)	07-08	2	0%	0%	50%	50%
READING	09-10	2				100%
& WRITING	08-09	4	0%	25%	25%	50%
(2-4)	07-08	2	0%	0%	100%	0%
LISTENING	09-10	1				100%
& SPEAK	08-09	0				
(5-6)	07-08	0				
READING	09-10	1				100%
& WRITING	08-09	0				
(5-6)	07-08	0				

Subgroup	2010		2009		2008	
	All Grades % Proficient		All Grades % Proficient		All Grades % Proficient	
	Listening & Speaking	Reading & Writing	Listening & Speaking	Reading & Writing	Listening & Speaking	Reading & Writing
All Students	49%	57%	55%	40%	36%	47%
General Education	53%	63%	57%	40%	37%	57%
Students with Disabilities	33%	33%	40%	40%	33%	0%
Asian/Pacific Islander	43%	57%	44%	44%	0%	40%
Hispanic	58%	65%	55%	23%	29%	29%
White	36%	43%	67%	78%	57%	71%
Female	50%	64%	64%	41%	23%	38%
Male	48%	52%	44%	39%	43%	52%
Limited English Proficient	49%	57%	59%	43%	36%	47%
Economically Disadvantaged	49%	57%	51%	37%	36%	47%
Not Economically Disadvantaged			80%	60%	-	-

Our most significant barrier to continuous school improvement is funding. Due to recent budget cuts of \$168,372 this year and pending budget cuts for next year, 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 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

Notes: (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should be aligned to the school's annual goals described in this section.

Based on the findings and implications from the Comprehensive Needs Assessment we have determined the following as the PS 31 goals for 2010-2011 school year.

We found a need for teachers to more reflective about their teaching practices and student learning. As a result, we have made this a goal for the 2010-2011 school year.

Goal #1: By May 2011, grade level teachers will have met 80% of their SMART goal targets as measured by teachers' reflections and assessment of their teaching practices and student learning.

After conducting our needs assessment, we found that students in grades 3-5 have a weakness in grammar. As a result we have made grammar a priority goal for the 2010-2011 school year.

Goal #2: By June 2011 the teachers will have integrated the new Core ELA standards with a focus on grammar as measured by an increase of 10% of grade 4 students receiving 3s and 4s on rubrics in grammar.

Our needs assessment also revealed that our K-1 ELL students are weaker in Reading/Writing on the NYSESLAT, therefore we have made this a goal for the 2010-2011 school year.

Goal #3 By June 2010 the percentage of all ELL students in K-1 meeting proficiency in Reading/Writing will increase by 3% as measured by NYSESLAT.

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 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Professional Development

Subject/Area (where relevant):

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><i>By May 2011, grade level teachers will have met 80% of their SMART goal targets as measured by teachers’ reflections and assessment of their teaching practices and student learning.</i></p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • The Principal, Assistant Principal and Staff Developer as well as the CFN will provide professional development for teachers on grade level SMART goal setting, reflective practices and assessment of student learning to determine if the goals have been met in September 2010, November 2010, January 2011 and May 2011. • Teachers, instructional leaders, and staff developer will meet by grade level to plan, and curriculum map their SMART goals specific to their grade level as well as design projects and rubrics for assessment on a monthly basis, from September 2010-June 2011. • Program common prep time allotment in the schedule for grade level teachers to meet weekly
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<ul style="list-style-type: none"> • Assistant Principal - .5 Title I SWP - Professional Development • Literacy Coach - .65 Title I SWP, .15 Title I ARRA - Staff Development • Per Diem Substitute to send teachers to professional development given by the CFN - Title 2A, Tax Levy- 15 days
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • Grade surveys, checklists and rubrics developed to assess if 80% of goals have been met in by May 2011. • Bulletin board of ELA SMART goals by grade level for public display by school community and parents.

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 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

ELA - Grammar

Subject/Area (where relevant):

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><i>By June 2011 the teachers will have integrated the new Core ELA standards with a focus on grammar as measured by an increase of 10% of grade 4 students receiving 3s and 4s on rubrics in grammar.</i></p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • The classroom teachers will develop new rubrics to measure Grammar progress in students' writing as well as multiple choice questions aligned with the new NYS testing format (Sept. 2010 - June 2011). • The classroom teachers will meet weekly to reflect on and adjust curriculum mapping and grammar lessons based on student needs (measured by new grammar rubrics) to drive instruction (Sept. 2010 - June 2011). • Students in need of remediation will be invited to attend the early morning instruction (Sept. 2010 - June 2011). • The ESL and classroom teachers will support grade 4 ELL students' instruction with Electronic Speak & Spells (Sept. 2010 - June 2011).
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/activities described in this action plan.</p>	<ul style="list-style-type: none"> • Assistant Principal - .5 Title I SWP - Professional Development • Literacy Coach - .10 Title I SWP Professional Development • Per Diem Substitute to send teachers to professional development given by the CFN - Title 2A, Tax Levy- 15 day • Title I SWP (OTPS) - Purchasing Electronic Speak & Spells to support grade 4 ELL students in spelling • Per-Session - Tax Levy, Title I SWP: June Planning - Tailor and revise rubrics (May - June)
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • Rubrics to measure Grammar progress in students' writing • 10% increase of grade 4 students scoring levels 3 and 4 on new rubrics

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 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

ESL

Subject/Area (where relevant):

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><i>By June 2010 the percentage of all ESL students in K-1 meeting proficiency in Reading/Writing will increase by 3% as measured by NYSESLAT.</i></p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • The classroom teachers will provide differentiated instruction within the <u>Treasures Reading Program</u> using ELL specific lessons/support materials. • The principal will provide an Extended Day program 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 the Wilson Reading Program, Foundations, Lexia computer assisted instruction, LEAP Frog, books on tape, Franklin Speak & Spell, and Califone card reader. (September 2010 - June 2011). • Teachers will be offered to participate in an after school ELL Study Group focusing on integrating the Common Core ELA Standards with a focus on ELL students (Sept. 2010- June 2011).
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<ul style="list-style-type: none"> • Purchasing additional Wilson materials for ELL and classroom teachers, and NYSESLAT test prep books (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 for ELL students (Title III).
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • Student portfolios/benchmark writing pieces <ul style="list-style-type: none"> – Monthly school practice reading assessments – WADE Assessments – NYSESLAT results (Spring 2010) • E-CLAS results (grades K-1)

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

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

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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

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

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT FOR ALL SCHOOLS

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	9	6	N/A	N/A	1			2
1	13	10	N/A	N/A	1			4
2	9	7	N/A	N/A	1		1	4
3	9	10	N/A	N/A	1		1	5
4	10	7	10				1	3
5	8	8		6	2			4
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 (Funding Permitting). 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 (Funding Permitting). 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.
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: Our "Social Skills Group" provides a forum for students to learn how to behave socially, make friends, etc. This group supports students' self-esteem, develop positive messages, responsibility and 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 (2010-2011) Language Allocation Policy to this CEP.

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

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

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

Section I. Student and School Information

Grade Level(s) K 5 Number of Students to be Served: 27 LEP _____ Non-LEP _____

Number of Teachers 1 Other Staff (Specify) _____

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

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 27 (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 CFN 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. These activities will ensure the success of our ELLs in meeting the NYS standards.

Extended Day Program: Mathematics and Literacy

Targeted Population: Beginner ELLs and F-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 Wilson Reading Program materials and NYSESLAT test prep books 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 ELL, F-ELL and ELL students in grades 3-5 are required to take NYS mathematics 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.

$$1 \text{ TR} \times 1.5 \text{ hrs} \times (\$49.89) \text{ p/s hr for 20 sessions} = \$1,496.70$$

$$1 \text{ SU} \times 2.0 \text{ hrs} \times (\$52.21) \text{ p/s hr} \times 20 \text{ sessions} = \$1,566.30$$

Total Instruction : \$3,063.00

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

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.

Per diem - 6 days for teachers to attend PD - \$1005.60

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 Putting Common Core Standards into Practice with a focus on ESL methodology. There will be one administrator to facilitate the study group.

$$10 \text{ TR} \times 1.5 \text{ hrs} \times \$49.89 \text{ p/s hrs} \times 8 \text{ sessions} = \$5986.80$$

$$1 \text{ SU} \text{ p/s} \times 1.5 \text{ hrs} \times \$52.21 \times 8 \text{ sessions} = \$626.52$$

Total PD: \$7618.92

Topic: Putting Common Core Standards into Practice with a Focus on Supporting ELL Students

Sessions:	January 4,	Thinking Through Common Core Standards ELA
	January 11, 18	Planning Reading Curriculum, Classroom Activities and Supports for ELLs
	March 8, 15	Planning Listening Curriculum
	March 22, 29	Planning Writing Curriculum, Supports for ELLs
	May 2, 9	Planning Speaking Curriculum, Supports for ELLs
	May 31	Assessments

Time: 3:05-4:35pm

TEMPLATE - MAY 2010

PARENT INVOLVEMENT 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. 24, 2010	Helpful Homework Hints/Fall Scrapbooking
Oct. 29, 2010	Suggestions for Parent Teacher Conferences/Fall Decoration
Nov. 19, 2010	Middle School Application Procedures/Winter Centerpieces
Dec. 17, 2010	Nutrition/Gingerbread House
Jan. 28, 2011	Conflict Resolution/Winter Scrapbooking
Feb. 18 2011	Behavior Charts/Chocolate Making
Mar. 31, 2011	Test Taking Tips/Floral Topiary
Apr. 29, 2011	Internet Safety/Card Making
May 27, 2011	Peer Pressure/Wood Piece
June 20, 2011	Scrapbooking III

Form TIII – A (1)(b)

Section III. Title III Budget

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)	\$10,307.00	1 per diem teacher (coverage for teachers to attend PD) x 6 days for PD x \$167.60 = \$1005.60 1 teacher per session (extended day) x 1.5 hrs x 20 sessions <i>\$1,496.70</i> <i>1 SU x (\$52.21) p/s hr x 20 sessions = \$1,566.30</i> ELL study group (Putting Common Core Standards into Practice with a Focus on ELLs) 8 sessions x 1.5hrs x 10 teachers plus x @49.89 = \$5,986.80 1 SU per session to facilitate study group 8 sessions x 1.5hrs = \$626.52
Purchased services		
Supplies and materials	4,693.00	Wilson Reading Program Materials \$3,900 NYSESLAT Test Prep Books \$793
Educational Software (Object Code 199)		
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 Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	366,621	142,658	509,279
2. Enter the anticipated 1% set-aside for Parent Involvement:	3,663	1,427	5,090
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	18,331	*	
4. Enter the anticipated 10% set-aside for Professional Development:	36,622	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 100%
6. 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.

* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

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

Directions: Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

Explanation – School Parental Involvement Policy: 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, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

PS 31 Title I Parent Involvement Policy

1. The Samuel F. Dupont, PS 31, Magnet School for the Arts and Humanities 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 09/24/2010 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, 2010.**

Principal's Signature: _____

Date _____

Explanation – School-Parent Compact: 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 nine 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

PS 31 School Parent Compact 2010-2011

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

Section I: Schoolwide Program (SWP) Required Components

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 9-17

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 9-17

3. Instruction by highly qualified staff.

100% of the teaching faculty at PS 31 is comprised of NYS certified teachers. 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. 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 2010-2011 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:

- Common Core Standards - ELA, Math
- Creating High Quality Rubrics
- Writing SMART Goals/Reflecting and Assessing
- Differentiated Instruction
- Assessing Student Learning
- Phonemic Awareness
- Decoding - including structural analysis
- Reading Comprehension Strategies and Skills
- The Writing Process with a Special Focus on Grammar
- Data Analysis
- Child Abuse
- Questioning Techniques
- ELL Practices
- Students with Special Needs
- Integrating Social Studies and Science into Reading and Writing

These workshops consistently emphasize the paramount importance of implementing our reading, writing 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 CFN. 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. Collaborative Inquiry Teams meet monthly as well. 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. We provide opportunities to assist them with family literacy, nutrition, health care, literature, through workshops, and outreach by our parent coordinator. We refer parents to Community Based Organizations as needed. Parents of low-achieving students are targeted for help and support with 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. Together they 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 AIS 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 AIS. AIS 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 Assessments 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 Assessment, 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 NYS Standardized Assessment

Selected students will receive AIS 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 $\frac{1}{2}$ minutes
- ✓ Small group instruction
- ✓ One on one tutoring (Before School, Lunch, Prep)
- ✓ AIS Reading and Writing
- ✓ AIS Mathematics
- ✓ Extended Day Reading/Math
- ✓ ELL After School Program
- ✓ Speech Services
- ✓ Resource Room
- ✓ Computer Assisted Instruction (Lexia, Earobics)
- ✓ 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 2010-11 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)
- ✓ Foundations
- ✓ Franklin Talking Dictionaries (Speak and Spell)
- ✓ Acuity Predictive Assessments
- ✓ Symphony Math Program
- ✓ 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 participate in the "Conceptual" Consolidation of Funds in a Title I Schoolwide Program (SWP). We have met the intent and purposes of each program whose funds are consolidated. SEE SECTION II BELOW

Our goals as a School wide Program school are as follows.

- * 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.
- * Provide intensive professional development for teachers. We will use our Title I SWP 10% and 5% set aside to fund part of our full time staff developer.

Section II: “Conceptual” Consolidation of Funds in a Title I Schoolwide Program (SWP)

Explanation/Background:

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

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

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

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

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY'11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	✓			344,623	✓	19, 20, 21
Title I, Part A (ARRA)	Federal	✓			134,098	✓	19, 20, 21
Title II, Part A	Federal	✓			222,562	✓	19, 20, 21
Title III, Part A	Federal	✓			15,000	✓	19, 20, 21, 26, 27, 28,
Title IV	Federal			✓			
IDEA	Federal	✓			12,246	✓	24
Tax Levy	Local	✓			2,378,898	✓	19, 20, 21

Reminder: To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word "pool" is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

Note: The **intent and purposes** of the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** To increase student academic achievement through strategies such as improving teacher and principal quality; increasing the number of highly qualified teachers, principals, and assistant principals in schools; and holding LEAs and schools accountable for improvements in student academic achievement.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

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, CORRECTIVE ACTION, OR RESTRUCTURING

This appendix must be completed by all schools designated for school improvement under the State's Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.

NCLB/SED Status: _____ **SURR³ Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring

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. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
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. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring

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.

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: 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>

Part A: FOR TITLE I SCHOOLS

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

Currently PS 31 has 1 student in Temporary Housing.

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

Budget:

- **PS 31 allocated \$500 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.**
- **Metro cards for transportation will be provided and/or assistance with OPT.**

Part B: FOR NON-TITLE I SCHOOLS

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

1. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
2. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.

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

This appendix will not be required for 2010-2011.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2010-11)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 031 Samuel F. Dupont					
District:	14	DBN:	14K031	School		331400010031

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	28	23	35		95.3	95.3	95.2
Kindergarten	73	111	81				
Grade 1	83	81	114	Student Stability - % of Enrollment:			
Grade 2	102	82	77	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	73	96	83		93.0	93.1	93.5
Grade 4	81	72	95				
Grade 5	89	77	67	Poverty Rate - % of Enrollment:			
Grade 6	0	0	0	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	0	0	0		65.9	75.0	75.0
Grade 8	0	0	0				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		1	19	2
Grade 12	0	0	0				
Ungraded	0	1	4	Recent Immigrants - Total Number:			
Total	529	543	556	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					4	7	8

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	12	18	28	Principal Suspensions	0	0	0
# in Collaborative Team Teaching (CTT) Classes	14	13	14	Superintendent Suspensions	0	0	0
Number all others	24	20	39				

These students are included in the enrollment information above.

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

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	42	38	38
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	4	4	5
# receiving ESL services only	37	43	TBD				
# ELLs with IEPs	1	8	TBD	Number of Educational Paraprofessionals	4	4	4

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

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	85.7	84.2	97.4
				% more than 5 years teaching anywhere	66.7	71.1	89.5
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	93.0	92.0	97.4
American Indian or Alaska Native	0.2	0.4	0.4	% core classes taught by "highly qualified" teachers	100.0	100.0	84.1
Black or African American	3.6	4.6	4.3				
Hispanic or Latino	48.8	46.8	47.1				
Asian or Native Hawaiian/Other Pacific	11.7	10.1	9.4				
White	34.2	35.5	36.9				
Male	50.3	49.5	51.1				
Female	49.7	50.5	48.9				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

Individual Subject/Area AYP Outcomes:

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

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

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

American Indian or Alaska Native							
Black or African American	-	-	-				
Hispanic or Latino	v	v					
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	v	v	-				
Multiracial							
Students with Disabilities	-	-	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	v	v					
Student groups making	4	4	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	A	Overall Evaluation:					NR
Overall Score:	97.4	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	11.7	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	22.7	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	60						
<i>(Comprises 60% of the</i>							
Additional Credit:	3						

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

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

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

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster 307	District 14	School Number 031	School Name Samuel F. Dupont
Principal Mary Scarlato		Assistant Principal Stacey Berger	
Coach Janet Zukowski		Coach	
Teacher/Subject Area Nancy Pease/ESL		Guidance Counselor Diana Green	
Teacher/Subject Area Kristine Tapper/Grade 4		Parent Marisol Rivera	
Teacher/Subject Area LouAnn Gallo/ELA		Parent Coordinator Joanne Switalski	
Related Service Provider Christine Weber/Speech		Other type here	
Network Leader Ada Orlando		Other type here	

B. Teacher Qualifications

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

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

C. School Demographics

Total Number of Students in School	556	Total Number of ELLs	27	ELLs as Share of Total Student Population (%)	4.86%
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Part II: ELL Identification Process

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

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

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

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

1. PS 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 has completed her Supplemental Certification in ESL and is awaiting her certificate from the NYSED. 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 ensuring that our ELLs 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.

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.

2. Within ten days of admittance, eligible parents/guardians 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. 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 are informed that bilingual classes are formed when there are 15 or more students requesting TBE in two contiguous grades. Parents are given assistance in filling out their Parent Survey and Program Selection Forms. Students are placed in the program of their parents' choice within 10 school days of enrollment.

3. 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 ensure 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. The Entitlement Letter, invitation, and Parent Orientation Session are provided in their native language as needed.

4. PS 31's choice of program is aligned with family preference. If parents/guardians request TBE or Dual Language, they are referred to the Placement Office. Any necessary consultation/communication with parents is done in the native language of the parent/guardian s/he requires. Interpretation is facilitated using staff or the NYC DOE Translation and Interpretation Unit.

5. In September, 2010, six families enrolled students for the first time in an English language school. Three languages were represented. All six families chose ESL for their English Language Learners. Last year (2009-2010) fourteen families enrolled students for the first time in an English language school. Four languages were represented. One family chose TBE for their English Language Learner. The rest chose ESL. Two years ago (2008-2009) fourteen families enrolled students for the first time in an English language school. Five languages were represented. Two families chose TBE for their English Language Learner. The rest chose ESL. The trend in program choice is overwhelmingly for ESL.

6. The program model offered at our school is aligned with family preference. Overwhelmingly, our parents/guardians preference has

been for the push-in/pull-out ESL model for their children. Presently, if parents/guardians request TBE or Dual Language, they are referred to the Placement Office. This is the case until such time that 15 students representing the same language in two contiguous grades requests TBE or Dual Language.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained														0
Push-In	6	15	4	0	1	1								27
Total	6	15	4	0	1	1	0	0	0	0	0	0	0	27

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	27	Newcomers (ELLs receiving service 0-3 years)	27	Special Education	6
SIFE	0	ELLs receiving service 4-6 years	0	Long-Term (completed 6 years)	0

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	27	0	6	0	0	0	0	0	0	27
Total	27	0	6	0	0	0	0	0	0	27

Number of ELLs in a TBE program who are in alternate placement: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

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

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0

Dual Language (ELLs/EPs) 9-12											
Number of ELLs by Grade in Each Language Group											
	9		10		11		12		TOTAL		
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	
Other										0	0
TOTAL	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:	Other:
Native American:	White (Non-Hispanic/Latino):

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	4	8	3											15
Chinese														0
Russian														0
Bengali														0
Urdu						1								1
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi	1													1
Polish	1	7	1		1									10
Albanian														0
Other														0
TOTAL	6	15	4	0	1	1	0	0	0	0	0	0	0	27

Part IV: ELL Programming

A. Programming and Scheduling Information

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

1. 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.

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 Standards.

2. 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 180 minutes of English Language Arts (ELA) instruction in their home classroom as per CR Part 154.

3. 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.

4. a. At this time, we have no students who meet the criteria for SIFE designation. Should we receive any new admits that meet this criteria, we would provide extra support as an extension of the regular school program for SIFE students. SIFE students would come to our early morning program three days a week and work with the ESL teacher on skills tailored to their unique and individual needs. The ESL teacher would work with the classroom and content area teachers as a team to develop student goals and review progress on a regular basis.

b. When a new student arrives at our school, we provide the following to help ease their transition and prepare students who are mandated to take NYS ELA tests.

- 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, and RAZ Kids.com
- Home School Connection

c. We have only one student who has been receiving ESL services for 4 years.

- Her parents are encouraged to sign her up for the 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

Many supports from both the classroom teacher and ESL teacher are utilized to support ELL students to think critically, solve problems and communicate in English. She is enrolled in a CTT class as per her IEP. ESL instruction is geared to providing support for this learner in accordance with needs identified in her 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. 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.

d. At this time, we have no students who are Long Term ELLs. Should we receive any new admits who meet this criteria, our action plan would include:

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

e. At present, we have six students with special needs who are receiving ESL services. ESL instruction is geared to provide 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:

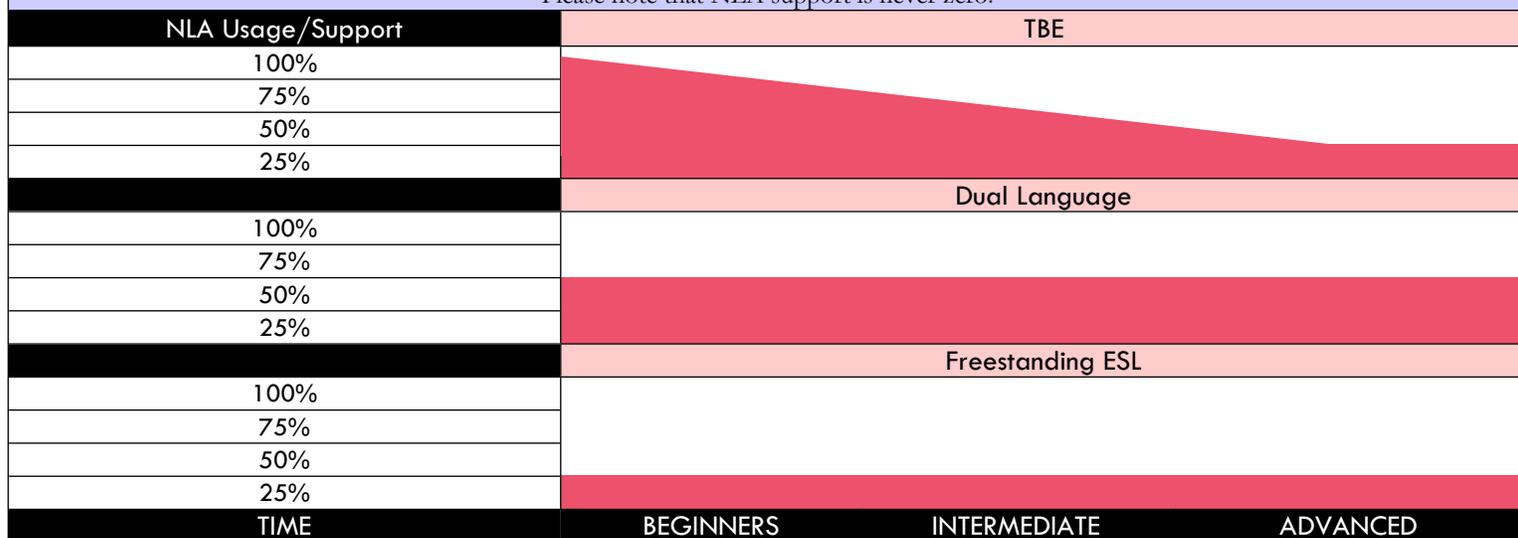
- ü ESL teacher is familiar with particular student's needs and all services are provided according to the IEP mandates
- ü Collaboration between the ESL teacher, IEP teacher, other teachers and Extended Day Services

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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

Native Language Arts and Native Language Support

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



B. Programming and Scheduling Information--Continued

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

5. Intervention programs for ELLs in ELA, Math, Science and Social Studies:

- ü Targeted small group intervention from content area and/or ESL teacher during early morning 37.5 minute instruction.
- ü Extended day/after school program and for intensive instruction targeting areas of need.

- Ü Monitoring the progress of students in areas of need to develop action plans and differentiate instruction.
 - Ü Learning Resources (In School and At Home): Lexia, onemorestory.com, Word Q, LeapPads, Bilingual electronic dictionaries, books on tape, symphonylearning.com and RAZ Kids.com
6. 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. ELLs participate in an Extended Day Program.
 7. Our future plans for our ESL 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 Wilson Reading/Fundations materials and Lexia software to accommodate a larger population of younger students.
 8. We may need to discontinue the Saturday Academy for our students this year due to budget cuts.
 9. Our ELL population also has full access to all after-school and supplementary programs including the Extended Day Program, Saturday Academy and Enrichment Programs.
 10. 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 and RAZ Kids.com. Students are also provided with LeapPads and electronic bilingual dictionaries for use at home and in school.
 11. Books in many of the students' native languages are available to support instruction as well as for use at 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.
 12. The ELL services correspond to students' ages and grade levels. ELL students are grouped by age/grade level, then proficiency level and serviced for the appropriate amount of minutes per week.
 13. Students and their families who register before the beginning of the school year are given handouts and materials in their native language to familiarize themselves with the school, grade level standards and programs offered, such as the Early Morning Program. Students and families will be offered a tour of the school whenever possible. Students and their families will be introduced to the ELL teacher as soon as school begins. Parents receive an invitation to a Parent Orientation Session.
 14. N/A

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
 2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
 3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.
1. 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, and Scaffolding Instruction for English Language Learners. 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. An ELL after school study group is given to 10 teachers and meets two times a month for 4 months during the school year.

2. To support ELL students' transitioning to middle school we create a learning community committed to accelerating academic literacy. Strategies for reading and writing in the content areas including building academic vocabulary, extending background knowledge, and strengthening comprehension were among the many teaching strategies practiced and implemented. These skills will help students cope as English Language Learners in middle school.

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

E. Parental Involvement

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

1. 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. 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. 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.

2. Our school and our Parent Coordinator partners with other Community Based Organizations to provide workshops to parents including parents of ELL students. These organizations provide outreach to our ELL parents to ensure they have access to healthcare, and family support, such as the Puerto Rican Family Institute. Guest speakers are invited to inform parents on various issues such as healthcare, nutrition, physical fitness, 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

3. We evaluate the needs of our parents by using 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.

4. Our feedback and survey results on parental involvement activities have shown that our activities do address the needs of the parents. Our parents are involved in school events, PTA meetings, conferences and workshops. The attendance is high at our meetings and workshops. Our parents want to be involved and give back to the school as well. Our annual "Potluck Dinner" is always a big success. Families, including families of ELLs, bring home-cooked dishes to school to share with students teachers and staff. Parents share their expertise by performing for our students, sit on fundraising committees as well as share with their child's class on "Career Day." Our close relationship with our parents keeps the communication open and their needs addressed.

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	5	3	1											9
Intermediate(I)	1	9		1	1									12
Advanced (A)		3	3											6
Total	6	15	4	1	1	0	0	0	0	0	0	0	0	27

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B		1	1										
	I		6											
	A		8	2		1	1							
	P			1										
READING/ WRITING	B		6	1										
	I		8	0										
	A		1	1		1	1							
	P			2										

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

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

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

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

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

New York State Regents Exam

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

Native Language Tests

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

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

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

1. The standardized assessment 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 very good progress in meeting all of their benchmarks on the assessment. The trend shows that kindergarten and first grade ELLs have the most difficulty in meeting their benchmarks, and the second and third grade ELLs are making tremendous progress. In 2010, 100% of second and third grade ELLs and met all of their benchmarks. Comparing the data from the last three years, kindergarten students increased by 11% in meeting benchmarks, first grade made a huge increase of 36%, and second grade showed a nice increase of 20% from 2008 to 2010. Our early childhood ELL students are making excellent progress as they move through the early childhood grades.

	Grade K	Grade 1	Grade 2	Grade 3
2009-2010				
Total # of ELL Students	16	5	1	4
# Met All Benchmarks	7	4	1	4

% Did Not Meet All Benchmarks 2007-2008	75%	20%	10%	0%
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%

The early literacy benchmarks on ECLAS-2 that our ELL students are having difficulty meeting are rhyme generation, syllable clapping, and vocabulary. The implications from the school's LAP regarding instruction are derived from the analysis of the data in NYSESLAT, E-CLAS-2, E-PAL, 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:

- *Additional support for listening skills including books on tape, electronic bilingual speaking dictionaries, Lexia, One More Story, and RAZ Kids.com in every classroom with ELL students. ELL students will receive electronic bilingual speaking dictionaries and books on tape to use at home as well.

- *Unit planning will be geared to the listening and speaking skills involved in rhyme generation.
- *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/Fundations, and Wilson magnetic journals will support syllable clapping.
- *Students will utilize Leap Pads to address meeting vocabulary benchmarks.

2. The patterns and trend across the proficiency levels on the LAB-R show that over the three year period from 2008-2010, the number students scoring at the beginner proficiency level has decreased by 5%, from 55% in 2008 to 50% in 2010. Students scoring at the intermediate proficiency level has decreased by 24%, from 45% in 2008 to 21% in 2010, and students scoring at the advanced level during the administration of the LAB-R over the last three years have increased by 29%, from 0% to 29%.

LAB-R			
Proficiency Level	2010	2009	2008
Beginning	50%	100%	55%
Intermediate	21%	0	45%
Advanced	29%	0	0

The patterns and trends on the NYSESLAT revealed by the data over the last three years show our ELL students making significant gains. Our ELL students have shown a substantial increase of 21%, from 22% in 2008 to 42% in 2010 in the number of students reaching proficiency on the NYSESLAT over the last three years. Students reaching the intermediate level have also increased by 10%, from 14% to 24% over the same period. Our beginners have increased as well by 8%, from 6% to 14% however, our largest population of newcomers is at the kindergarten and first grade level.

NYSESLAT					
Year	# Tested	% Beginner	% Intermediate	% Advanced	% Proficient
09-10	42	0.14	0.24	0.19	0.43
08-09	37	0.14	0.19	0.32	0.35
07-08	36	0.06	0.14	0.58	0.22

NYSESLAT results over the past three years show a 13% increase for all tested ELL students in all grades reaching proficiency in LS (Listening & Speaking) from 36% in 2008 to 49% in 2010. All tested students reaching proficiency in RW (Reading & Writing) show an increase of 10% from 47% in 2008 to 57% in 2010. K-1 all tested ELL students achieving proficiency dropped 6% over the three year period from 2008 to 2010 in LS, as well as a decrease of 2% in RW over the three year period. All tested students in grades 2-4 reaching proficiency showed marked gains of 60% in LS and 38% gains in RW over the same time period. All tested students in Grade 5 achieving proficiency show a decrease of 17% both in LS and RW. All of our subgroups with the exception of General Education and White students made gains in both LS and RW over the 3 year period.

Our ELL students taking the ELA also performed extremely well, with 80% of students scoring a level 3 or 4 in 2010. Our ELL students scoring at levels 3 & 4 have increased by 13% from 73% in 2008 to 80% in 2010. Additionally, our former ELL students (F-ELLs) are high achievers on the NYS ELA. In 2009-2010, 88% of F-ELL students in grades 3, 4 & 5 achieved a level 3 or 4. Our F-ELLs scoring levels 3 & 4 have decreased by 7% from 93% in 2008 to 88% in 2010. However, all of NYC showed decreases in ELA. Additionally, our former ELLs achieving level 4 increased by 17% from 23% in 2008 to 40% in 2010.

ELL Students 2008-2010

% by Performance Level on NYS ELA

ELL	09-10	08-09	07-08
Level 1	0%	0%	0%
Level 2	20%	8%	27%
Level 3	70%	92%	55%
Level 4	10%	0%	18%
Total #	10	12	11

F-ELLs

% by Performance Level on NYS ELA

F-ELL	09-10	08-09	07-08
Level 1	0%	0%	0%
Level 2	12%	0%	5%
Level 3	48%	73%	72%
Level 4	40%	27%	23%
Total #	25	26	124

Our current ELLs and F- ELL students have achieved incredible results on the NYS Mathematics Assessment. F-ELL students achieving a level 4 has increased 14% over the past three years from 74% in 2008 to 88% in 2010. Our current and F-ELL students have shown a slight decrease of 4% of the number of students achieving level 3 and 4 in 2010, from 100% achieving a 3 or 4 in 2008 and 2009 to 96% of our ELL students receiving a 3 or 4 in 2010.

ELL Students 2008-2010

% by Performance Level on NYS Math

	09-10	08-09	07-08
Level 1	0%	0%	0%
Level 2	4%	0%	0%
Level 3	60%	29%	50%
Level 4	34%	71%	50%
Total #	14	14	12

F-ELL Students 2008-2010

% by Performance Level on NYS Math

	09-10	08-09	07-08
Level 1	0%	0%	0%
Level 2	4%	0%	0%
Level 3	8%	15%	26%
Level 4	88%	85%	74%
Total #	25	27	128

Both our ELL population and our F-ELL population have achieved extraordinary results on the NYS Social Studies Assessment. In 2009-2010, 100% of our current ELL fifth graders scored levels 3 & 4 and 100% of our F-ELL fifth graders achieved a level 4. Our current ELLs show an increase of 34% from 2008 to 67% in 2010 of students scoring a level 4. Our F-ELLs showed an increase of 11% from 80% scoring levels 3 & 4 in 2008 to 91% scoring level 4 in 2010.

NYS Social Studies- Grade 5

ELLs % by Performance Level

Year	# of Students	Level 1	Level 2	Level 3	Level 4
------	---------------	---------	---------	---------	---------

2009-10	3	0	0	33%	67%
2007-08	3	0	0	33%	67%
2008-09	3	0	0	67%	33%

NYS Social Studies- Grade 5

F-ELLs % by Performance Level

Year	# of Students	Level 1	Level 2	Level 3	Level 4
2009-10	45	0	0	9%	91%
2008-09	14	0	0	0%	100%
2008-09	14	0	0	20%	80%

Both our ELL population and our F-ELL population have achieved extraordinary results on the NYS Science Assessment. In 2009-2010, 100% of our current ELL fourth graders scored level 4 and 100% of our F-ELL fourth graders achieved a level 4. Our F-ELLs show an increase of 10% from 90% scoring level 4 in 2008 to 100% scoring level 4 in 2010.

NYS Science

ELLs % by Performance Level

Year	# of Students	Level 1	Level 2	Level 3	Level 4
2009-10	3	0	0	0	100%
2008-09	7	0	0	0	100%
2007-08	3	0	0	0	100%

NYS Science

F-ELLs % by Performance Level

Year	# of Students	Level 1	Level 2	Level 3	Level 4
2009-10	7	0	0	0	100%
2008-09	6	0	0	0	100%
2007-08	41	0	0	10%	90%

3. Instructional decisions are made based on the analysis of the data from 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 instructional program this year includes an emphasis on **READING/WRITING**:

*Target ESL instruction on Reading and Writing due to a slight decrease in that modality. In order to support our students' academic achievement, we will include the following:

- Modify the educational program and action plans based on the progress and performance of ELL students, monitored regularly.
 - o Extended Day (Morning) classes in ESL to target language modalities according to the students' needs.
 - o Extended Day (After school) classes in ESL to improve language development, academic progress and prepare students for the format of the NYSESLAT Assessments.
- Teachers of ELL students provide scaffolds, support the learning of academic language and vocabulary, provide visuals, charts and dictionaries to support writing.
- Wilson Reading Program/Fundations support with Wilson magnetic journals, Wilson activity books and Wilson readers to support decoding, and fluency.
- Ensure that teachers are provided with professional development opportunities, and participate in professional development focusing on ELL instructional needs - **READING/WRITING**.
- Ensure that the ESL Collaborative Inquiry Team works together to continually analyze ELL data, identify strengths, needs and to monitor progress.
- 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 time for collaboration between classroom teachers and ESL teacher.
- Ensure resources are allocated to fund ELL Study Group for teachers.
- Providing resources for additional supports, such as books on tape, electronic bilingual dictionaries, Lexia, onemorestory.com, and RAZkids.com for every classroom with ELL students.
- ELL Students will receive electronic speaking bilingual dictionaries to use at home.

4. a. Our patterns across proficiencies and grade levels, show that ELLs and faring very well in tests taken in English as well as tests taken in

their Native language.

b. School leadership and the ESL Collaborative Inquiry Team analyze data taken from the periodic assessments to drive instruction for our ELLs. Assessments are administered in the fall and then again in winter and spring. Inquiry work is done to discover areas which need strengthening. Goals are formulated and subsequently adjusted using the results of this inquiry in order to help our learners achieve maximum success on the NYSESLAT and ELA. Results are shared with teachers assisting students with other interventions such as AIS, SETTs, and Speech.

c. Our school has a very detailed picture of student performance on skills very similar to the actual NYSESLAT. This allows for goal writing to be very specific and geared to the individual areas of difficulty for our students learning English. In addition, consistent difficulty in certain modalities can indicate an underlying deficit that may require specialized assistance, such as a smaller learning environment, a bilingual setting or both.

6. We evaluate the success of our ELL program based on our students' progress in making gains in moving 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. We have a rigorous academic program, provide interventions and extra-curricular programs which support our ELL students with cognitive development, and academic skills so that they succeed in all subject areas. We check on their progress at regular intervals.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
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	Principal		10/27/10
	Assistant Principal		10/27/10
	Parent Coordinator		10/27/10
	ESL Teacher		10/27/10
	Parent		10/27/10
	Teacher/Subject Area		10/27/10
	Teacher/Subject Area		10/27/10
	Coach		10/27/10
	Coach		
	Guidance Counselor		10/27/10
	Network Leader		
	Other		10/27/10
	Other		
	Other		
	Other		