



**THE WILLIAM T DAVIS SCHOOL
PS 31**

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

SCHOOL: 31R031

ADDRESS: 55 LAYTON AVENUE, STATEN ISLAND, NY 10301

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 031 **SCHOOL NAME:** William T Davis School

SCHOOL ADDRESS: 55 Layton Avenue, Staten Island, NY 10301

SCHOOL TELEPHONE: 718 273 3500 **FAX:** 718 815 4826

SCHOOL CONTACT PERSON: Patricia A Covington **EMAIL ADDRESS:** pcoving@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Linda Woolverton

PRINCIPAL: Patricia A Covington

UFT CHAPTER LEADER: Elaine Arnold

PARENTS' ASSOCIATION PRESIDENT: Catrina Garetti

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 31 **CHILDREN FIRST NETWORK (CFN):** 410

NETWORK LEADER: Altagracia Santana

SUPERINTENDENT: Erminia Claudio

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
Patricia A. Covington	*Principal or Designee	
Elaine Arnold	*UFT Chapter Chairperson or Designee	
Catrina Garetti	*PA/PTA President or Designated Co-President	
Star Adeyemi	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Barbara Shiel	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	
Alyssia Pastoriza	Member/Parent	
Priscilla Watt-Pirozzolo	Member/Parent	
Bernice Carrington	Member/Parent	
Debbie Borowka	Member/Staff	
Linda Woolverton	Member/Staff SLT Chairperson	

(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.

The mission at The William T. Davis School, Public School 31R, is to maintain a safe, learning environment. Our focus is to promote lifelong learning and strive for excellence in each and every student. This is accomplished through an emphasis on literacy and mathematics with an integration of all other subject/content areas. A shared decision process allows us to attain our goals and reach new heights to enable our students to become productive, respectful citizens and effective problem solvers. Through the efforts of all the constituencies, we resolve to RAISE THE BAR to ensure students are prepared to meet future educational challenges.

The vision at PS 31 is that:

- All students will become life-long learners who achieve personal goals through a love of learning, who are able to analyze and evaluate knowledge throughout their lives, and who develop and maintain a positive self-concept which will lead them to have a life filled with values and purpose.
- All student, staff, parents and community will gain confidence and respect for self and have a mutual respect and regard for all.
- All students will perceive school as a nurturing environment with a student-centered, continuous curriculum that meets the needs of diverse learning styles.
- All students, staff, parents and the community will become reflective partners in learning.

Our school motto is "It Takes A Whole Village". Building on this theme,

- Monthly assemblies are held to recognize students. Our assemblies this year revolve around the Department of Education's "Respect For All" initiative. Students are honored for displaying character traits such as responsibility, respect, caring, fairness, honesty and citizenship. In line with our commitment to literacy, these students select a free book to keep in their home library. We distribute in excess of 1600 books each year. Books are made available through donations from staff, parents and the community.
- A monthly newsletter is published to communicate with parents. The newsletter contains messages from the principal and parent coordinator, a calendar of events, recognition of student achievements, information about curriculum, parent involvement opportunities and samples of student work.
- Effective communication with parents/guardians is a critical goal. To achieve this, the school has an open door policy for parents to come in and meet with school administrators or our parent coordinator. Monthly progress reports are sent home on behalf of all students. Parents are encouraged to meet with teachers to discuss these reports.
- The School Leadership Team invites parents to participate in monthly "walk throughs" to observe classes and provide feedback. The goal is to build capacity for involvement in shared decision making.
- PS 31 has established relationships with community organizations. The school has partnered with the Staten Island Institute and the Staten Island Children's Museum to bring cultural activities to the students. A partnership with Sundog Theatre Company has brought art, drama, music and movement to the students.
- School trips are an essential part of the curriculum. Classes regularly travel to museums, parks and theaters to increase their knowledge of the content areas, the arts and their community.
- Each class hosts a minimum of 2 publishing parties during the year. Parents/guardians are invited to a reading of the students' published writing.
- Students and parents are welcomed each morning by school staff upon arrival. Students can identify at least one person they believe cares for them.

- PS 31 has a state-of-the-art Robin Hood Library this year. A collaborative team of teachers and the librarian coordinate how the library will be used to meet the instructional needs of the students.
- PS 31 celebrates School Spirit Week each year in honor of William T Davis, our namesake. In addition to being part of the local history of our community, Mr. Davis was a naturalist, a scientist and an historian. Our students study about Mr. Davis throughout the month of October and participate in special activities revolving around his life and work. William T. Davis' collection is housed at the Staten Island Institute and they have become collaborators with us in our studies.
- Students salute the flag together during morning line-up. This enhances our sense of community.
- PS 31 has opened a new science lab to ensure students have hands-on opportunities to access the science curriculum.

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 2011-2B - January 2011)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
School Name:		P.S. 031 William T. Davis							
District:		31	DBN:	31R031	School BEDS Code:		353100010031		
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)		2008-09	2009-10	2010-11	(As of June 30)		2007-08	2008-09	2009-10
Pre-K		18	18	18			90.6	91.1	90.5
Kindergarten		69	68	73					
Grade 1		75	74	73					
Grade 2		119	83	84					
Grade 3		98	124	90					
Grade 4		92	95	107					
Grade 5		68	90	92					
Grade 6		0	0	0					
Grade 7		0	0	0					
Grade 8		0	0	0					
Grade 9		0	0	0					
Grade 10		0	0	0					
Grade 11		0	0	0					
Grade 12		0	0	0					
Ungraded		0	0	0					
Total		539	552	537					
Special Education Enrollment:				Student Stability - % of Enrollment :					
(As of October 31)		2008-09	2009-10	2010-11	(As of June 30)		2007-08	2008-09	2009-10
# in Self-Contained Classes		71	60	63			85.6	89.0	87.0
# in Collaborative Team Teaching (CTT) Classes		25	36	46					
Number all others		36	33	21					
<i>These students are included in the enrollment information above.</i>									
English Language Learners (ELL) Enrollment:				Poverty Rate - % of Enrollment :					
(BESIS Survey)		2008-09	2009-10	2010-11	(As of October 31)		2008-09	2009-10	2010-11
(As of October 31)		2008-09	2009-10	2010-11			83.0	89.6	89.6
# in Transitional Bilingual Classes		0	0	TBD					
# in Dual Lang. Programs		0	0	TBD					
# receiving ESL services only		27	34	TBD					
Special High School Programs				Students in Temporary Housing - Total Number :					
(As of October 31)		2007-08	2008-09	2009-10	(As of June 30)		2007-08	2008-09	2009-10
CTE Program Participants		0	0	0			10	28	23
Early College HS Program Participants		0	0	0					
Recent Immigrants - Total Number :				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
		4	0	3	Principal Suspensions		0	4	11
					Superintendent Suspensions		23	21	10
Number of Staff - Includes all full-time staff:				English Language Learners (ELL) Enrollment:					
(As of October 31)		2007-08	2008-09	2009-10	(BESIS Survey)		2008-09	2009-10	2010-11
Number of Teachers		42	47	47	(As of October 31)		2008-09	2009-10	2010-11

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2011-2B - January 2011)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	4	24	TBD	Number of Administrators and Other Professionals	14	18	5
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	5	3	7
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	0	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	66.7	63.8	80.9
				% more than 5 years teaching anywhere	59.5	53.2	59.6
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher			
(As of October 31)	2008-09	2009-10	2010-11	% core classes taught by "highly qualified" teachers (NCLB/SED)	86.0	83.0	87.2
American Indian or Alaska Native	0.9	1.3	0.9		100.0	98.9	100.0
Black or African American	53.1	52.0	52.9				
Hispanic or Latino	31.4	29.7	33.1				
Asian or Native Hawaiian/Other Pacific Isl.	2.4	2.5	1.9				
White	11.5	12.7	11.0				
Male	54.5	54.3	53.3				
Female	45.5	45.7	46.7				
2009-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:	2007-08	2008-09	2009-10	2010-11			
	√	√	√	√			
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School (Yes/No)	If yes, area(s) of SURR identification:						
Overall NCLB/Diferentiated 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 2011-2B - January 2011)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
Individual Subject/Area AYP Outcomes:							
Elementary/Middle Level				Secondary Level			
ELA:		X		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	X	√	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	√	√					
Student groups making AYP in each subject	5	6	1				
CHILDREN FIRST ACCOUNTABILITY SUMMARY							
Progress Report Results – 2009-10				Quality Review Results – 2009-10			
Overall Letter Grade:	B			Overall Evaluation:	NR		
Overall Score:	48.6			Quality Statement Scores:			
Category Scores:				Quality Statement 1: Gather Data			
School Environment: <i>(Comprises 15% of the Overall Score)</i>	7.1			Quality Statement 2: Plan and Set Goals			
School Performance: <i>(Comprises 25% of the Overall Score)</i>	5.1			Quality Statement 3: Align Instructional Strategy to Goals			
Student Progress: <i>(Comprises 60% of the Overall Score)</i>	33.1			Quality Statement 4: Align Capacity Building to Goals			
Additional Credit:	3.3			Quality Statement 5: Monitor and Revise			
KEY: AYP STATUS				KEY: QUALITY REVIEW SCORE			
√ = Made AYP				U = Underdeveloped			
√ ^{SH} = 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							

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?
-

Our school enrollment has not increased from 2009-2010 ending a several year trend of growth. The percent of students with disabilities has remained consistent at about 25% of our school enrollment. The number of students who are English Language Learners (ELLs) has increased from 5.6% to 7.48% of the school population and 57.5% of ELLs are also students with disabilities.

After receiving a D on the 2006-2007 Progress Report, PS 31 achieved an A on the 2007-2008 and the 2008-2009 Progress Report. For 2009-2010, PS 31 received a B. The lowest score for 2009-2010 was a D on Student Performance.

Based on progress report data, 39.5% of students scored at Level 3 or 4 on the **ELA**. Although this appears to be a significant difference from the 59% in 2009, the state changes in proficiency level metrics prevent us from making this comparison. The median scale score did increase for grades 4 and 5 but decreased by .8 for the third grade. The median growth percentile was 73% which was 70.1% relative to the peer horizon. Although improvement has been indicated, significant gains must be met to meet the new higher levels.

For the past 3 years, our inquiry team has focused on the students in the lowest one-third. The median growth percentile for the schools lowest third was 78% which appears to indicate success with this effort.

In the special education subgroup, the percentage of students at Level 3 and 4 was 7.9%, a significant change from the 28% in 2009. However, a direct comparison cannot be made because of the change in state proficiency level metrics. The median scale score did increase for grades 3 and 5 but decreased by 5.1 for grade 4. 66% of special education students made exemplary proficiency gains as reported on the NYC DOE Progress Report.

We have made progress in closing the gap in performance based on gender. In the third grade, 44% of the girls scored Level 3 or 4 compared with 39% of the boys. In grade 4, the percent at Level 3 and 4 was 37 for girls and 43 for boys. Finally, in grade 5, 37% of girls and 35% of boys scored a Level 3 or 4. Median scale scores based on gender were very similar.

There appears to be a significant disparity between scores based on race. In grade 3, 32% of black students, 35% of Hispanic students and 82% of white students scored at Level 3 or 4. In grade 4, the totals were 33% of blacks, 28% of Hispanics and 73% of whites. Finally, in grade 5 the scores were 32%, 26% and 55% respectively. Although the disparity can be partially explained by the performance of the students in the gifted and talented classes which are disproportionately composed of white students, additional inquiry and differentiated instruction is indicated.

Based on progress report data, 42.5 of students scored at proficiency (Level 3 or 4) on the New York State **Math** exam. The median growth percentile was 63% which was 43.8% compared to the peer horizon. The median growth percentile for the school's lowest third was 65% which was 44.6% relative to the peer horizon. The median scale score decreased for grades 3 and 4 and increased for grade 5. This appears to indicate the need for intensive review of math curriculum, assessment procedures and instructional practices.

When comparing general education and special education subgroups, there are significant differences. The following table illustrated these differences:

Percent of Students Scoring Proficient (Level 3 and 4)

	Grade 3	Grade 4	Grade 5
General Education	44	60	52
Special Education	17	10	44

Last year, the overall gap between the genders was noted to be insignificant in grades 3 and 4. A large difference was noted in grade 5 where the boys outscored the girls by 18 percentage points. This trend appears to continue as noted on the following table:

Percent of Students Scoring Proficient (Level 3 and 4)

	Grade 3	Grade 4	Grade 5
Females	33	43	36
Males	38	46	73

NYSESLAT scores have decreased over the last year. In 2009, the percentage of students scoring proficient in Listening and Speaking was 39% while in 2010 it decreased to 32.5 %. In Reading and

Writing, 6% were proficient in 2009 while 2.5% were proficient in 2010. 47% of our ELLs scored at the Beginner level, 19% are Intermediate and 34% are Advanced. No students scored Proficient. 68% of our students did not move up within the proficiency levels and 32% moved up one level. 57.5% of our ELLs are also students with disabilities.

During 2009-2010, guided by the findings of the School Leadership Team and the Inquiry Team, a school-wide focus was placed on the delivery of Academic Intervention Services (AIS) to meet the needs of our diverse learners. Programs were identified for use within the classroom and AIS teachers worked with small groups of students on a push-in and pull-out basis. Special education and ELL students were included in these services. All students performing at level 1 and 2 received a minimum of 35 minutes of small group instruction daily. As demonstrated by the median growth percentages and the exemplary gains made by special education students in ELA, these instructional efforts yielded positive results. However, for the second year in a row, PS 31 was unable to make AYP with respect to special education students in ELA. The students with disabilities including those who are also ELLs require additional resources and programs to insure their needs are met. Although we have offered afterschool and Saturday programs to address the academic needs, many of these students are unable to attend. Many of our special education students including students who are English Language Learners reside outside of our school zone and require door to door busing. This limits their ability to participate in before and after school activities.

The Inquiry Team along with collaborative grade level teams noted that grammar instruction and practice was not sufficiently rigorous to create proficient writing. Students in grade 3 piloted Simple Solutions, a grammar program. Based on demonstrated improvement in student writing, it was decided to extend grammar instruction to all students in grades 1-5 for the 2010-2011 school year. This is particularly important as we expect the new grade 3 and 5 ELA tests will include a larger writing component.

The lack of scheduled time for professional development during the school year was identified as a significant barrier to future improvement. For the 2009-2010 school year, we created a regular schedule of high quality professional development opportunities after school. This included professional book clubs on literacy instruction and workshops on specific topics such as classroom organization to maximize instruction, use of Excel for data collection and review, standard based student writing and looking at student work. Two full time staff developers provide support and training before, during and after the school day. We were able to introduce the staff to a collaborative approach to improving teaching and learning and will continue to build capacity.

To enhance our professional development opportunities, teachers have been asked to identify 3 professional goals and action plans to achieve them. Professional development approaches will be tailored to meet these needs.

Attendance rate has remained consistent at about 90-91% for the last two school years. At 90.5% in 2009-2010, PS 31 is at 14.7% relative to the peer horizon and 8% relative to the city horizon. Because many of our students walk to school, attendance is significantly affected by bad weather. Our attendance is also affected by the mobility of the students within our school zone as well as between zones. To a lesser extent, suspensions impact attendance. Students who are suspended from bus service do not have the means to travel to school and students who are suspended do not have the means to travel to suspension sites.

Although we did not have a formal Quality Review in 2009-2010, in our school self reflection we noted our continued need for growth in aligning the core curriculum to formative assessment practices on all grade levels and deepening teachers' capacity to analyze data and to understand students' needs in order to plan for differentiated instruction for individuals and groups of students. In this year of

“Raising The Bar”, we must promote academic rigor by encouraging the growth of higher order thinking skills. We also note the need to continue high quality professional development particularly for teachers of students with disabilities and English Language Learners.

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.

In ELA, students will improve in the area of reading comprehension by increasing their ability to use skills and strategies to read for understanding. Every student will receive small group, guided reading instruction every day to provide appropriately differentiated instruction. The following specific ELA goals have been established.

1. GOAL: 50% of all students with disabilities will demonstrate a minimum of 1 years progress in ELA performance as measured by Fountas and Pinnell levels by June 2011

PS 31 has not achieved Adequate Yearly Progress (AYP) for this subgroup for 2 years although the students continue to demonstrate progress. As a result the school has entered Improvement, Year 1. Achieving student progress in this area is a high priority for this year.

2.GOAL: 50% of English Language Learners(ELL) including students with disabilities will demonstrate improvement in development of English language proficiency by advancing a minimum of one performance level on one or more components (Listening and Speaking and/or Reading and Writing) as measured by the NYSESLAT by June 2011.

English Language Learners need to develop skills and demonstrate proficiency in reading, writing, listening and speaking the English language. Students with disabilities account for 58% of the ELL population. Although ELLs are not currently a subgroup, because of the high percentage of special education students, student improvement in this group has become a priority. Last year, 32% of students progressed by one level in at least one modality. The goal is to increase the number of students showing progress to a minimum of 50%.

3. GOAL: 60% of students in grades 1 through 3 including students with disabilities and ELLs will demonstrate improvement in reading fluency and comprehension by advancing at least three Fountas and Pinnell levels between September 2010 and June 2011

In 2009-2010, 42% of students in grades 1-3 advanced by a minimum of 3 independent reading levels. In order to achieve at higher proficiency levels, students in the early grades must demonstrate progress in literacy strands by developing appropriate phonemic awareness, phonics, vocabulary, fluency, and comprehension skills. Instructional emphasis will be placed on

using decoding abilities to read increasingly more difficult texts and increasing vocabulary using balanced literacy instruction.

4. GOAL: 80% of all students in grades 4 and 5, including students with disabilities and English Language Learners will demonstrate a minimum of 1 years progress in ELA performance as measured by Progress Report tools by June 2011.

In 2009-2010, the median growth percentile as measured by Progress Report tools was 73%. 39.5% of students scored at level 3 or higher. In order to raise the number of students scoring at level 3 or 4, student growth is considered a priority.

5. GOAL: By June 2011, student attendance rate will increase by 1% from level attained for school year 2009-2010

Progress report data shows attendance was 90.5% for 2009-2010. This was in the first quartile when compared to peer and city horizon. Good attendance is considered essential for adequate student progress. Therefore, improving attendance rate is a priority.

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.*

Subject/Area (where relevant): ELA

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>50% of all students with disabilities will demonstrate a minimum of 1 years progress in ELA performance as measured by Fountas and Pinnell levels by June 2011</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Students will be assessed using Fountas and Pinnell leveled text in September to establish benchmark independent reading level. Data analysis will be conducted from assessments including spring 2010 ECLAS-2 (grades 1-4) and item skills analysis from New York State 2010 ELA (grades 4-5). Students in grades 3 through 5 will participate in Performance series assessment. Targeted instructional goals will be developed for groups of students based on data. Small group instruction including a minimum of 35 minutes daily guided reading will be conducted. Additional teachers will push in to self contained classes to reduce class size for literacy instruction. Inquiry team focus will be to monitor progress and identify additional resources to support improvement. Additional research based instructional materials will be added to literacy curriculum materials. Technology including Destination Reading will be used to individualize instruction and monitor progress. For students in grades 3 through 5, results of Acuity ITA and Predictives will be analyzed and additional instruction and assessment will be established using Acuity to meet individual needs. Student progress will be monitored at periodic intervals as defined below. Based on progress monitoring, inquiry team and data specialist will assist in analyzing data and suggesting modification of instructional material and programs if needed. Staff developers and Assistant Principals will provide professional development to teachers in self contained and CTT classes to increase the capacity of the special education teacher to provide high quality instruction. Additional data including periodic assessments will be analyzed as it becomes available to determine development needs and effectiveness of instruction. Target Population: Students with disabilities Responsible Staff Classroom teachers, ESL teacher, AIS teachers, Staff developers, Data Specialist, School Administrators Implementation Timelines September 2010-June 2011</p>

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>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.</i></p>	<p>Funding Sources: As a Title I Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title II, Title III, IDEA and human resources to implement this action plan from Sept. 2010-June 2011 as indicated below:</p> <ul style="list-style-type: none"> • Professional instructional materials to support research based instructional programs used during the school day • Consumable instructional materials for use during school day • Teacher per session for before and after school professional development.
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Fountas and Pinnell assessments will be performed to determine independent reading level every 2 months. Students are expected to improve their reading performance within a given level by a minimum of 5% and to increase by a minimum of 3 levels over the course of the year. • Students in grades K through 2 will be assessed using ECLAS-2 in the fall and the spring. Students are expected to improve performance by mastering a minimum of 1 additional level on each strand. • Using Performance series in the winter and spring, students in grades 3 through 5 will demonstrate mastery of individual goals established based on assessment data. • Using school developed rubrics, student writing in all grades will be evaluated every 2 months. Students are expected to demonstrate improvement by scoring a minimum of 1 performance level higher at the end of the year. Interim progress will be measured by an increase in the number of points scored based on the rubric each collection period. • For students in all grades, interim progress and accomplishment will be measured by curriculum based unit assessments (such as Foundation, Simple Solutions, Grammar and Vocabulary Workshop) and by teacher based observations and assessments.

Subject/Area (where relevant): ELA

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>50% of English Language Learners including students with disabilities will demonstrate improvement in development of English language proficiency by advancing a minimum of one performance level on one or more components (Listening and Speaking and/or Reading and Writing) as measured by the NYSESLAT by June 2011.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>ESL instruction will be provided on both a push in and pull out basis using ESL methodologies. Spanish speaking students will be supported in their native language with the assistance of bilingual paraprofessionals and buddies in the classroom. Bilingual glossaries of content area vocabulary will be provided to all students for use in class and at home. Parents will be encouraged to remain involved in their child's education through the translation and interpretation of important information. Parents will be introduced to ARIS in their native language when it is available.</p>

	<p>Students will be supported in their classroom with independent reading materials with high interest and controlled text so that can fully participate in balanced literacy instruction.</p> <p>Technology will be utilized to individualize instruction to encourage and assist with English language acquisition.</p> <p>Data from LAB-R, NYSESLAT, NYS ELA and ELL and other periodic assessments will be analyzed and disseminated to classroom teachers to facilitate the setting of individual goals and the differentiation of instruction.</p> <p>ESL teacher will provide staff development in using ESL methodologies to promote English language acquisition.</p> <p>Afterschool ESL/AIS program will be provided.</p> <p>Writing skill instruction and practice will be integrated throughout the ESL program.</p> <p>Additional instructional materials will be provided in individual classrooms to enrich the instructional program.</p> <p>Special education teachers will be provided with additional professional development to increase effectiveness in providing instruction to ELLs who are also students with disabilities (SWD)</p> <p>Students will be assessed using the appropriate grade level rubrics.</p> <p>Target Population : Students who are English Language Learners including SWDs</p> <p>Responsible Staff: ESL teacher, Classroom teachers, AIS teachers, Speech Teachers, Data Specialist, School Administrators</p> <p>Implementation Timelines: September 2010-June 2011</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>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.</i></p>	<p>Funding Sources: As a Title I Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title II, Title III, IDEA and human resources to implement this action plan from Sept. 2010-June 2011 as indicated below:</p> <ul style="list-style-type: none"> • Consumable instructional materials for use during school day and in after school programs • Teacher per session for after school instructional programs
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Students will be assessed using the “Developmental Checklist of Language Patterns” (M. Capellini, <u>Balancing Reading and Language Learning</u>) on a monthly basis. Students are expected to increase performance on at least one item each month. • Fountas and Pinnell assessments will be performed to determine independent reading level every 2 months. Students are expected to improve their reading performance within a given level by a minimum of 5% and to increase by a minimum of 3 levels over the course of the year. • Students in grades K through 2 will be assessed using ECLAS-2 in the fall and the spring. Students are expected to improve performance by mastering a minimum of 1 additional level on each strand.

Subject/Area (where relevant): ELA

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>60% of students in grades 1 through 3 including students with disabilities and ELLs will demonstrate improvement in reading fluency and comprehension by advancing at least three Fountas and Pinnell levels between September 2010 and June 2011</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>	<p>Fundations will be used to increase phonemic awareness, phonics and decoding abilities. Fundations use will be monitored to assess effectiveness of delivery and staff development will be provided as needed. Students will be provided with time to read aloud to assess transfer of phonics skills to independent reading. Reading strategies will be introduced, modeled and practiced in the classroom using a balanced literacy approach. Small group instruction based on data, curriculum and state standards will be implemented using the balanced literacy model. Every child will receive small group guided reading instruction on a daily basis. Academic Intervention Services will be provided to students identified as “at risk” for not meeting performance standards as assessed by ECLAS-2, Fountas and Pinnell progress monitoring, and teacher observation. Technology including Destination Reading will be used to individualize instruction and monitor progress. Teachers will push in to early grade classes on a scheduled basis to reduce class size to enhance effectiveness of instruction. Data will be analyzed as it becomes available to determine development needs, effectiveness of instruction and to develop differentiated, standards-based instructional goals. Students will work with teachers to understand goals and monitor progress. Students will participate in the daily reflection process to reinforce the relevance of the goals to their daily activities. Goals will be explained to parents so that they can support the students’ learning. Students in grades 1 and 2 will be assessed using ECLAS-2 and Fountas and Pinnell levels. Students in grade 3 will be assessed using running records based on Fountas and Pinnell leveled text and additional data such as Acuity Predictive Tests and ITAs. Professional development will be available to all teachers to increase capacity to provide reading instruction and use data to differentiate instruction. Staff includes: classroom teacher and additional teaching staff for small group instruction, AIS teacher, data specialist to gather and increase teachers’ capacity to analyze data, staff developers to increase teacher capacity to provide effective standards-based, differentiated instruction. Target Population Students in grades 1 through 3 including students with disabilities and English Language Learners Responsible Staff: Classroom teachers, AIS teachers, ESL teacher, Staff Developers, Data Specialist, School Administrators Implementation Timelines September 2010-June 2011</p>

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>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.</i></p>	<p>Funding Sources: As a Title I Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title II, Title III, IDEA and human resources to implement this action plan from Sept. 2010-June 2011 as indicated below:</p> <ul style="list-style-type: none"> • Professional instructional materials to support research based instructional programs used during the school day • Consumable instructional materials for use during school day • Teacher per session for before and after school professional development.
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Fountas and Pinnell assessments will be performed to determine independent reading level every 2 months. Students are expected to improve their reading performance within a given level by a minimum of 5% and to increase by a minimum of 3 levels over the course of the year. • Students in grades 1 and 2 will be assessed using ECLAS-2 in the fall and the spring. Students are expected to improve performance by mastering a minimum of 1 additional level on each strand. • Using school developed rubrics, student writing in all grades will be evaluated every 2 months. Students are expected to demonstrate improvement by scoring a minimum of 1 performance level higher at the end of the year. Interim progress will be measured by an increase in the number of points scored based on the rubric each collection period. • Interim progress and accomplishment will be measured by curriculum based unit assessments (such as Foundation and Simple Solutions) and by teacher based observations and assessments.

Subject/Area (where relevant): ELA

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>80% of all students in grades 4 and 5, including students with disabilities and English Language Learners will demonstrate a minimum of 1 years progress in ELA performance as measured by Progress Report tools by June 2011.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>In September, students will be assessed using Fountas and Pinnell leveled text to determine independent reading level to use as benchmark for progress monitoring and to select beginning instructional objectives. Additional data such as Acuity Predictive Tests and ITAs will be analyzed as they become available to determine development needs and effectiveness of instruction. Grade leaders will continue as members of the Inquiry Team to develop action research plans based on data. Class size will be reduced to increase capacity to provide small group instruction. Small group instruction based on data, curriculum and state standards will be implemented using the balanced literacy model for every child on a daily basis. Academic Intervention Services (AIS) will be provided to students identified as “at risk” for not meeting</p>

	<p>standards based on performance on 2010 New York State ELA exam. Additional AIS support will be provided on a push-in basis to self-contained special education classes and general education classes with ELLs. Technology including Destination Reading will be used to individualize instruction and monitor progress. Staff developers will model “best practices” in classrooms to increase the capacity of the teachers to deliver high quality instruction. Instructional goals will be created for students based on data and standards to facilitate differentiated instruction. Students and teachers will collaborate in writing goals and students will participate in daily reflection to assess personal progress. Goals will be explained to parents so that they can support the students’ learning. Students will write using the workshop model on a regular basis. Writing performance will be analyzed using grade and genre specific rubrics. Teachers will continue to collaborate in analyzing student writing and refining rubrics to increase the capacity for grade-level, standards based writing. Target Population Students in grades 4 and 5 including students with disabilities and English Language Learners. Responsible Staff Classroom teachers, AIS teachers, ESL teacher, Staff Developers, Data Specialist, School Administrators Implementation Timelines September 2010-June 2011</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>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.</i></p>	<p>Funding Sources: As a Title I Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title II, Title III, IDEA and human resources to implement this action plan from Sept. 2010-June 2011 as indicated below:</p> <ul style="list-style-type: none"> • Professional instructional materials to support research based instructional programs used during the school day • Consumable instructional materials for use during school day • Teacher per session for before and after school professional development.
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Fountas and Pinnell assessments will be performed to determine independent reading level every 2 months. Students are expected to improve their reading performance within a given level by a minimum of 5% and to increase by a minimum of 3 levels over the course of the year. • Using school developed rubrics, student writing in all grades will be evaluated every 2 months. Students are expected to demonstrate improvement by scoring a minimum of 1 performance level higher at the end of the year. Interim progress will be measured by an increase in the number of points scored based on the rubric each collection period. • Interim progress and accomplishment will be measured by curriculum based unit assessments (such as Grammar and Vocabulary Workshop) and by teacher based observations and assessments.

Subject/Area (where relevant):

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, student attendance rate will increase by 1% from level attained for school year 2009-2010</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>	<p>School-wide instruction on importance of attendance. Recognition of students with perfect attendance on a periodic basis Effective communication with parents regarding importance of attendance. Communication includes information in school newsletter, parent information handbook and conferences with parent coordinator and/or attendance teacher if needed. Increase parent familiarity with and access to ARIS including ability to review attendance data on an ongoing basis. Report absence and lateness totals on monthly progress reports to parents. Post attendance goals and daily attendance totals in school lobby to increase parent awareness. Collaborate with PTA to identify transportation and other problems that may affect attendance Pupil Accounting Secretary and part time attendance teacher collaborate to develop effective procedures for identifying students who require outreach. Attendance teacher will review all data to identify trends on individual student, class and schoolwide basis. Utilize translation and interpretation services as needed to ensure accurate communication with parents/guardians. Collaborate with network attendance team to address attendance concerns Attendance teacher and/or guidance counselor conduct outreach by means of phone calls, letters and home visits Principal conference with parent and/or students as needed. Partner with community organizations such as Project Hospitality and Staten Island Mental Health to provide parents with information about community resources. Target Population All students Responsible Staff Pupil Accounting Secretary, Teacher with attendance responsibilities, classroom teachers, parent coordinator, guidance counselor and school administrators. Implementation Timelines September 2010-June 2011</p>
<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>	<p>Funding Sources: As a Title I Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title II, Title III, IDEA and human resources to implement this action plan from Sept. 2010-June 2011 as indicated below:</p> <ul style="list-style-type: none"> • F Status AIS teacher with attendance responsibilities

Indicators of Interim Progress and/or Accomplishment

Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains

Use ATS reports to

Review attendance reports on a weekly basis to reduce number of 407s by 10%

Review daily and monthly attendance percentages to increase annual attendance by 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	32	0	N/A	N/A	2	0	0	0
1	28	0	N/A	N/A	0	0	0	0
2	21	0	N/A	N/A	2	0	0	0
3	18	4	N/A	N/A	0	0	0	0
4	44	5	0	0	0	0	0	0
5	32	21	33	22	1	0	0	0
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:	Wilson, small group, during the school day and after school Foundations, small group, during the school day Direct instruction and guided practice in specific skill and strategies by the classroom teacher in small groups for a minimum of 35 minutes during each school day AIS teacher providing small group instruction on a push-in and pull-out basis during the school day Use of technology such as Destination Reading, Raz-Kids on an individual basis during the school day Test preparation skills and strategies, small group after the school day Homework assistance in collaboration with after school provider JCC/OST After school SES program
Mathematics:	Direct instruction and guided practice using manipulatives, small group during the school day Direct instruction and guided practice in specific skills and strategies, small group during the school day Use of technology such as Destination Math on an individual basis during the school day Test preparation skills and strategies, small group before and/or after the school day Homework assistance in collaboration with after school provider JCC/OST After school SES
Science:	Direct instruction and guided practice in specific skills and strategies, small group during the school day Use of technology on an individual basis during the school day Homework assistance in collaboration with after school provider JCC/OST
Social Studies:	Direct instruction and guided practice in specific skills and strategies, small group during the school day Use of technology on an individual basis during the school day Homework assistance in collaboration with after school provider JCC/OST
At-risk Services Provided by the Guidance Counselor:	Individual and small group counseling during the school day Home visits Conferences with parents/guardians

At-risk Services Provided by the School Psychologist:	Not applicable
At-risk Services Provided by the Social Worker:	Although no students are scheduled at this time for this service, the social work will provide counseling in small group or individual setting during the school day as needed
At-risk Health-related Services:	Full time school nurse meets with students and parents to address health concerns as needed School is "Asthma-Free Zone". School-wide education campaign includes direct instruction to students and monthly newsletter to parents.

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: 40 LEP 0 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.

Part 1: High Quality Instructional Title III Program

The Title III after school program is designed to develop skills in listening, speaking, reading and writing in English. The goals of the program are to:

1. Attain English Language Proficiency
2. To meet or exceed New York State and City Standards
3. To develop cross-cultural concepts and self esteem

The after school academic intervention program is taught by a certified ESL teacher. The only program currently in our school is a free standing ESL program. Therefore, we continue to use English as the language of instruction in the after school Title III program. This program consists of 60 one hour sessions offered after school and it is offered to all LEP students and as a transitional service to former ELLs when needed.

Our rationale for this program was derived from the data provided by NYSESLAT scores, ELL periodic assessments and other formal and informal assessments. We have determined that our ELL students can benefit from additional academic intervention to attain English language proficiency. Although ELL students receive their mandated instruction as well as academic intervention services during the school day, recent immigrants can benefit from additional intensive instruction in listening and speaking while the intermediate and advanced level students require additional instruction in reading and writing.

In addition, test preparation programs will be conducted during the February and April breaks to provide students with assistance in preparing for the New York State ELA, Math and NYSESLAT exams. This program will be conducted by the certified ESL teacher and will consist of four 4 hour sessions.

The Title III program also includes trips and cultural activities to enhance and enrich the curriculum. The field trips are as follows;

- Carnegie Hall, Sphinx organization concert featuring young Black and Latino musicians
- Broadway play such as Lion King
- Metropolitan Museum of History

All trips focus on enriching the students understanding of the arts as well as enhancing their appreciation for the communities that make up New York City. The Title III program will be used to fund the buses for these activities. Tickets will be provided to the students from other school funds.

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.

The ESL teacher will provide rigorous professional development during afterschool and weekend workshops to teachers of ELL students. The professional development curriculum includes explanation of the mandates for ELL instruction including explanation of ESL, dual language and

bilingual programs; identification and placement of ELL students; orientation process for parents and students, assessments including NYSESLAT; stages of second language acquisition; ESL standards; ESL instructional methodologies; and learning styles of ELL students. The curriculum is designed to enable all teachers of ELL students to deliver high quality instruction to the limited English proficient students.

The ESL teacher conducts 2 four hour weekend workshops; one in November and one in February for a group of ten certified common branch teachers to cover the above curriculum. In addition, each teacher will meet with the ESL teacher for 2 additional one hour sessions to analyze the tasks involved in individual lessons to incorporate ESL methodologies and to review student specific data to individualize teaching and learning approaches.

Section III. Title III Budget

School: PS31 _____ BEDS Code: 353100010031

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem		PS 31 has opted to use "Conceptual" consolidation of funds for 2010-2011
Purchased services - High quality staff and curriculum development contracts.		
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other		
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.

At registration, pupil accounting secretary determines the primary language spoken by parents based on interview and home language survey. If a language other than English is indicated, the ESL teacher or other qualified pedagogue interviews the student and parents. The ESL teacher reviews the Home Language Identification survey. Spanish bilingual paraprofessionals and a Chinese speaking parent coordinator are available to translate and interpret at registration if needed. For other languages, the translation and interpretation unit is called. Appropriate codes are entered in ATS and on the school emergency card to identify preferred home language.

Spanish bilingual school assessment team members meet with parents of newly admitted special education students to assess need for translation and interpretation. The translation and interpretation unit is called for assistance with other languages.

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.

The home language for 86% of our students is English. Spanish is the most common language other than English. It was reported as a home language for 11% of the students. The remaining 3% of the languages include Arabic (.7%), Bengali (.6%), Chinese (.4%), Mandinka (.2%), Russian (.4%), Yoruba (.4%) and Fulani (.2%). About 7% of the students qualify as Limited English Proficient. Interpretation and translation services are needed for parent conferences, workshops and meetings, documents pertaining to students' performance and school activities.

Spanish bilingual staff members are available each day to provide interpretation services on an ad hoc basis. In addition, interpretation services are available for parent teacher conferences, PTA meetings and school assessment team meetings. School staff also provides translation of school based documents.

Findings of translation and interpretation needs have been reported at School Leadership Team, PTA and parent orientation meetings. Information about the availability of translation and interpretation services is provided in the school newsletter. Parent coordinator is

available in person and by phone to provide additional assistance. Posters are displayed at school entrance in major languages to provide parents with interpretation and translation information.

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.

Written translation services (Spanish and Chinese language) are provided on a timely basis by in house staff. Provision has been made to provide services on a per session basis when needed to ensure timely translation. Parent volunteers assist in translation for other low incidence languages such as Arabic and Bengali.

Translation and Interpretation unit is used when needed for other languages.

When the school is temporarily unable to translate a document, it is accompanied by a notice indicating how a parent can request free translation or interpretation

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.

Oral interpretation services (Spanish and Chinese language) are provided by in house staff. Provision has been made to provide services on a per session basis when needed for before and after school activities. Parent volunteers assist in interpretation for other languages (Arabic, Bengali)

Telephone number of Translation and Interpretation unit is posted at school security desk at the main entrance and in main office to request telephone interpretation if needed.

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>.
 - Copy of the Bill of Parents Rights and Responsibilities was provided to parents notifying them of their right to translation and interpretation services.

- Signs are posted in conspicuous locations (front entrance, school lobby) indicating the availability of interpretation and translation services.
- Safety plan contains procedures for insuring that parents in need of language assistance services are not prevented from reaching the schools administrative offices.

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:	\$ 365871	\$ 7808	\$ 373679
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$ 3658	\$ 78	\$ 3736
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$ 18293	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$ 36587	*	

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.

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.

Title I Parent Involvement Policy

1. The *William T. Davis School (P.S. 31)* 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:
 - Build capacity for effective involvement by
 - Ensuring that parents play an integral role in assisting the learning of their children
 - Encouraging parents to be actively involved at school,
 - Ensuring that parents are full partners in their child’s education and are included, as appropriate in decision making and in advisory committees to assist in the education of their child
 - Communicate information regarding school, district and city-wide Title I meetings and forums
 - School’s Title I representative and alternate serve on the District’s Title I parent consultative structure

2. The *William T. Davis School* will take the following actions to involve parents in the process of school review and improvement under Section 116 – Academic Assessment and Local Educational Agency and School Improvement of ESEA:
 - Schedule an annual meeting each September to explain school level programs funded through Title I and how parents can be involved in planning, evaluating and implementing. In 2010, the meeting was conducted on September 17th.

- Provide parents with timely information about instructional programs, curriculum performance standards and assessment instruments as well as individual student assessment results, services provided for students with disabilities and students with Limited English Proficiency.
- Provide resources and support for the meetings of the Title I Parent Advisory Council (PAC)
- Provide opportunities for parents to participate in classroom activities centered on standards-based curriculum.
- Provide monthly reports to parents on students' progress along with opportunities to engage in meaningful consultation with teacher and/or school administration
- Maintain an "open door" policy to allow parents to consult with school administrators and/or parent coordinators
- Provide access to translation and interpretation services for parents with a primary language other than English are not excluded from participating in activities relating to their child and the school
- Encourage parents to volunteer in school in programs such as Reading volunteers, Learning leaders
- Encourage and support involvement in the PTA and School Leadership team

3. *The William T. Davis School* will coordinate and integrate parental involvement strategies in Title I, Part A with parental involvement strategies under the other programs:

- School coordinates transition planning with Staten Island Head Start program. Parents and children visit PS 31 in the spring prior to Kindergarten registration.
- School coordinates transition planning as needed with other agency preschools, day cares and programs.
- School works closely with local agencies providing services for homeless, and displaced and foster students

4. *The William T. Davis School* 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.

- Evaluation is conducted through surveys given to parents and school staff and open discussion forums.
- Those responsible for conducting the evaluation include Title I PAC, school administrators, UFT chapter representative, PTA Executive Board and the School Leadership Team.
- Parents play an integral role in the evaluation process. Through the PAC, Leadership Team and the PTA meetings, they are responsible for collecting and assessing the parent surveys and discussions and present their findings.

5. *The William T. Davis School* 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 –
- The State's academic content standards;
 - The State's student academic achievement standards;
 - The State and local academic assessments including alternate assessments;
 - The requirements of Title I, Part A;
 - How to monitor their child's progress; and
 - How to work with educators.

PS 31 holds a curriculum conference each September to provide assistance in understanding state content and achievement standards, assessments and Title I, Part A.

Information is further disseminated at PTA and School Leadership Team meetings.

Workshops are scheduled on a monthly basis by the parent coordinator on topics such as how to monitor child's progress and how to work with teachers.

Monthly school newsletter provides information to parents.

School publicizes workshops, conferences and seminars offered in the community, district and city on topics including as No Child Left Behind Workshops, special education, English as a Second Language.

- b. *The William T. Davis School* 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:
- Providing parent workshops on Balanced Literacy and Everyday Mathematics by staff developers
 - Providing parent workshops on how to help their child prepare for the NY State exams in both ELA and math
 - Demonstrating software that help support the children's academic achievement and provide training in that software
 - Providing access to ARIS for parents during schoolwide meetings and events such as parent teacher conference, school fairs, open school week and on one Saturday per month.
 - Providing translators for non-English speaking parents
- c. *The William T. Davis School* 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:
- Providing teachers with professional development regarding effective techniques in involving parents through respectful conversations
 - Providing teachers and other staff with Parent's and Child's Bill of Rights

- Nurturing the theme of the school, “It takes a whole village to raise a child” by maintaining an open door policy for all parents to visit the school and meet with a school administrator and/or parent coordinator.
 - Ensuring that staff, students and parents understand the Code of Conduct
 - Translating flyers, letters, memos and meeting notices
 - Offering programs to parents in Spanish
 - Conducting of a series of monthly workshops and other programs by the parent coordinator on topics suggested by parents and/or staff
 - Involving parents as guests in academic celebrations such as publishing parties and awards assemblies.
- d. *The William T. Davis School* 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:
- Providing transition assistance to parents and students of Head Start and similar programs.
 - Providing all parents with information about Parent Resource Centers in collaboration with the PTA and in school newsletter
- e. *The William T. Davis School* will take the following actions to ensure that information related to the 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:
- School letters, flyers, memos, and meeting notices are translated
 - Reports are provided for ELL students in their native language
 - Translators are available for all meetings and parent/teacher conferences in the appropriate native languages
 - Parents who are unable to read the documents may request that a school administrator or parent coordinator provide the information orally.

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 of School Leadership Team meeting of October 1, 2010.

This policy will adopted by *The William T. Davis School* on 12/3/10 and will be in effect for the period of one year. The school will distribute this policy to all parents of participating Title I Part A children on or before 12/10/10

Principal’s Signature: _____

Date _____

School Parent Compact

School Responsibilities

The William T. Davis, P.S. 31 School 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:

- Employing highly qualified teachers
- Assisting each child to achieve the essential academic learning requirements through high quality standards driven literacy and math instruction with an integration of all other subject/content areas
- Providing additional assistance to students including students with disabilities and English Language Learners (Ells) who are at risk for not meeting academic achievement. This Academic Intervention Service (AIS) may be provided by highly qualified teachers working collaboratively with classroom teachers in push-in and pull-out models to provide small group targeted instruction.
- Communicating with parents on a regular basis concerning students' progress
- Monitoring and documenting the students' progress through meaningful standards-based assessments
- Using data to address the individual needs of students through differentiated instruction in all content areas
- Analyzing reports such as Quality Review, Progress Report, Learning Environment Survey and the School Report Card and using the findings to guide our instructional practices towards closing achievement gaps and ultimately toward proficiency
- Model life-long learning and the commitment to high quality work by demonstration and sharing with our students our commitment to continuous learning
- Providing our teacher with professional development opportunities that improve teaching and learning

⇒ 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:

on November 9, 2010 and March 15, 2011.

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

Monthly Progress Reports are sent home with all students. Report Cards are sent home in November, March, and June.

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

Teachers are available for parents at two parent teacher conferences each school year. Teachers are also available to meet or telephone conference with parents on a daily basis by scheduled appointments. The school has an open-door policy for parents who may meet with a school administrator and/or parent coordinator as needed.

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

Parents are invited to participate in classroom events and celebrations. These include but are not limited to class trips, author celebrations, monthly assemblies, Family Math and Literacy Night.
 Parents can volunteer as reading volunteers and learning leaders.
 Parents are welcome to observe classroom activities during Open School Week. Observations can be scheduled at additional times upon consultation with a school administrator and/or classroom teacher.

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 (PTA, Leadership Team);
 - 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 and Citywide Standards of Discipline and Intervention Measures
 - express high expectation and offer praise and encouragement for achievement.)

School Staff-Print Name	Signature	Date
Parent(s) – Print Name		
Student (if applicable)- Print Name		

(NOTE: The NCLB law does not require school personnel and parents to sign the School-Parent Compact. However, if the school and parents feel signing the School-Parent Compact will be helpful, signatures may be encouraged.)

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.

Comprehensive needs assessment consists of review of New York State testing data for all students, New York City Progress Report, New York State Report card, previous Quality Review and school self evaluation. Data analysis is conducted collaboratively by school administrators, the data specialist and the inquiry team. Periodic assessments including ECLAS-2, Acuity, Running Records, and other informal observations will be conducted to determine student needs in relation to the academic content and achievement standards. The inquiry team and grade level planning teams will review assessment data to determine the effectiveness of our educational programs.

Network staff will assist in reviewing data and in providing professional development to build capacity for data analysis. Network will also assist in providing professional development in relation to the Common Core State Standards and instructional programs.

Learning walks will be conducted by network team and school staff.

Members of the School Leadership Team will conduct monthly classroom observations and will discuss findings at SLT meetings.

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:
 - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - o Help provide an enriched and accelerated curriculum.
 - o Meet the educational needs of historically underserved populations.
 - o 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.
 - o Are consistent with and are designed to implement State and local improvement, if any.

School gathers and analyzes data to address the needs of all students. Data includes results of city and state assessments such as ELA, Math, Science, Social Studies, LAB-R, NYSESLAT, Acuity, ELL Interim Assessments and ECLAS-2. Literacy, Math and content area instruction is provided using a differentiated instruction model. Student goals are developed based on curriculum standards and individual performance towards meeting those standards.

To meet the educational needs of the entire school population, the extended time instruction has been incorporated into the school day. All students receive small group guided reading instruction every day. Students who qualify for AIS receive a minimum of 35 minutes of small group instruction daily.

Students who are at risk for not meeting standards including students with disabilities and English Language Learners are provided with Academic Intervention Services with frequent progress monitoring.

Teams of teachers participate in action research projects to investigate and implement research-based instructional programs to enhance performance. One group of 5 teachers is implementing literacy instruction based on The Daily Five and Café Book. One class from each grade K through 3 is participating in Work Sampling System pilot to observe and document student work along a developmental checklist. Third grade teachers are participating in a research project using STARS and CARS for reading comprehension instruction.

Based on analysis of writing needs, grammar instruction is conducted on a daily basis on grades 1-5. Grades 1-3 are investigating the effectiveness of Simple Solutions for this instruction and grades 4 and 5 are using Grammar Workshop.

Common Core State Standards are being implemented this year for delivering and assessing student writing in all grades.

Pupil Progress Team meets two times a month to review the progress of low academic achieving students to identify appropriate programs.

3. Instruction by highly qualified staff.

Currently, 100% of staff is highly qualified

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.

High quality professional development is required for all staff and designed to result in improved learning outcomes for all children including students with disabilities and ELLs. PS 31 has two full time staff developers to provide this high quality, ongoing professional development. Professional development is provided before and after school as well as during the school day by administrators, staff developers and teachers for teachers and paraprofessionals. Professional development for school administrators is provided by the network and through Educational Leadership Institute. Family worker and parent coordinator collaborate on monthly parent workshops to provide information to parents. Teachers are encouraged to attend conferences and workshops such as the Celebration of Teaching and Learning. The network provides professional development to selected teachers including instruction on the Common Core State Standards.

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

PS 31 has a low teacher turnover rate. Substitute and student teachers are closely monitored to identify potential candidates for future teacher vacancies. Highly qualified teachers hired through this method are likely to remain at the school as they are already familiar with school culture and expectations.

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

Encourage parent involvement in the Reading volunteer and Learning Leader program,
Family Math and Family Literacy night,
Workshops on topics such as Curriculum, Common Core Standards, assessments
New Parent orientation
Monthly parenting workshops for parents of children in early grades
Monthly school newsletter
Parents are invited to classroom celebrations such as publishing parties
Invitations to special assembly programs such as monthly awards assemblies
Annual school block party
ARIS internet access for parents during school day and selected after school and Saturday sessions
Workshops to provide technology instruction. Technology assistance is also provided for parents upon request.

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.

Transition services are provided to local Head Start and day care programs. Children and parents participate by visiting the Kindergarten classrooms followed by question and answer session with school administrator and parent coordinator. School has an open door policy and prospective parents are invited to contact us with questions or to arrange a visit at any time.

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.

Teachers were involved in the review of data and determination of what data was critical to be collected on each grade. Inquiry team, staff developers, administrators have conducted a series of workshops and grade and faculty conferences to discuss assessment information and its effect on the instructional program. Grade leaders have been identified and common planning periods have been scheduled to facilitate the involvement of teachers. School is encouraging the creation of learning communities during common planning periods and will continue workshops, conferences, lunch and learns, etc. to collaboratively determine the use of assessments, instructional materials and methods and looking at student work.

Teachers have been selected to participate in pilot programs to evaluate the effectiveness of additional assessment materials. One teacher on each grade, Kindergarten through grade 3, is participating in the Work Sampling System program to learn and evaluate this method of developing objective assessment information. Teachers on grade 3 are participating in a research program using CARS and STARS to assess reading comprehension information. A team of teachers is introducing the methods included in The Daily Five and CAFÉ Book following extensive professional development in 2009-2010.

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.

State and city assessment data are analyzed as it becomes available to identify students who are having difficulty on a timely basis. Students are also identified by teachers through analysis of classroom assessment material. Pupil Progress team meets two times a month to review academic, behavioral, social and attendance information submitted by teachers to identify students who need assistance and recommend appropriate measures. School administrators review writing samples and reading level progress from all students on a periodic basis. Student performance goals are set based on the information and all students participate in small group instruction tailored to meet their differentiated needs on a daily basis.

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.

Our nutritionist conducts a monthly nutrition meeting with representatives from each class. Lower grade teachers participate in the "Cook Shop" program that introduces students to nutritional information in the classroom. We provide transition support to Head Start programs. We collaborate with local services and programs such as Project Hospitality to provide support for homeless families and victims of domestic abuse. Project Hospitality and Health Plus have sponsored events at PS31 to bring information about housing, health and education to our parents. We also work closely with agencies providing foster care and social and emotional support to our students such as Staten Island Mental Health, Jewish Community Board and Seamans Society. We collaborate with Head Start to provide orientation visits for incoming students and their parents/guardians.

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,</i>	Program Funds Are “Conceptually” ¹ Consolidated	Amount Contributed to Schoolwide Pool	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of
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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:

	or Local)	in the Schoolwide Program (✓)			(Refer to Galaxy for FY'11 school allocation amounts)	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	✓			\$ 3658,871	✓	17-27, 34-46
Title I, Part A (ARRA)	Federal	✓			\$ 7,808	✓	17-27
Title II, Part A	Federal	✓			\$ 196,195	✓	17-27
Title III, Part A	Federal	✓			\$ 15,000	✓	17-27, 28-30
Title IV	Federal			✓			
IDEA	Federal	✓			\$ 158,025	✓	17-27
Tax Levy	Local	✓			\$ 2,656,320	✓	17-27

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;

-
- **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:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
 - **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
 - **Title 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.

- 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: Improvement (year 1) Basic **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.

PS 31 was identified for improvement as the result of one subgroup, Students With Disabilities, not meeting AYP in English Language Arts.

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.

PS 31 has identified improvement in ELA for students with disabilities as our primary goal for this year. The goal and action plan are identified in this plan in Section V: Annual School Goals , page 15-16 and in Section VI: Action Plan, page 17-22.

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.

High quality professional development will be designed to result in improved learning outcomes particularly for students with disabilities and ELLs as they account for about 21% of the special education students. Professional development will be conducted by the 2 staff developers,

School Under Registration Review (SURR)

school administrators, ESL teacher and other teachers. Professional development will focus on use of data to identify student needs, developing targeting instruction, and matching instructional materials and methods to individual students. Title 1 funds will be used to conduct professional development on a per session basis before and after school. Teachers will be scheduled to attend workshops, conferences and intervisitations. Professional development materials including professional books and videos will be purchased to facilitate teacher training.

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

There are no new teachers at PS 31 that require mentoring. The two staff developers are available to provide high quality professional development to all teachers upon their request or as identified for assistance by school administration.

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.

PS 31 will use the sample NCLB School Improvement Parent Notification Letter to notify parents. The translated versions will be used when available so that it is in a language the parents can understand. Notification will also be made at a PTA meeting and in the school newsletter.

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.)

We currently have 18 students in temporary housing

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

Students are provided with basic school supplies as needed. Parents are interviewed to determine areas where assistance is needed. School bus service or other transportation needs are addressed. Students have an initial meeting with the guidance counselor and are provided with counseling if it is warranted. Parents/guardians are informed of the availability of the after school program provided by the JCC.

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the

amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in 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 William T. Davis						
District:	31	DBN:	31R03	School		353100010031	
DEMOGRAPHICS							
Grades Served:	Pre-K	v	3	v	7		11
	K	v	4	v	8		12
	1	v	5	v	9		Ungrade
	2	v	6		10		
Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-	2009-	2010-	<i>(As of June 30)</i>	2007-	2008-	2009-
Pre-K	18	18	18		90.6	91.1	90.5
Kindergarten	69	68	73	Student Stability - % of Enrollment:			
Grade 1	75	74	73	<i>(As of June 30)</i>	2007-	2008-	2009-
Grade 2	119	83	84		85.6	89.0	87.0
Grade 3	98	124	90	Poverty Rate - % of Enrollment:			
Grade 4	92	95	107	<i>(As of October 31)</i>	2008-	2009-	2010-
Grade 5	68	90	92		83.0	89.6	89.6
Grade 6	0	0	0	Students in Temporary Housing - Total Number:			
Grade 7	0	0	0	<i>(As of June 30)</i>	2007-	2008-	2009-
Grade 8	0	0	0		10	28	23
Grade 9	0	0	0	Recent Immigrants - Total Number:			
Grade 10	0	0	0	<i>(As of October 31)</i>	2007-	2008-	2009-
Grade 11	0	0	0		4	0	3
Grade 12	0	0	0	Special Education			
Ungraded	0	0	0	<i>(As of October 31)</i>	2007-	2008-	2009-
Total	539	552	537		4	0	3
Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-	2009-	2010-	<i>(As of June 30)</i>	2007-	2008-	2009-
# in Self-Contained Classes	71	60	63	Principal Suspensions	0	4	11
# in Collaborative Team Teaching (CTT)	25	36	46	Superintendent Suspensions	23	21	10
Number all others	36	33	21	Special High School Programs - Total Number:			
<i>These students are included in the enrollment information above.</i>				<i>(As of October 31)</i>	2007-	2008-	2009-
				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-	2009-	2010-	<i>(As of October 31)</i>	2007-	2008-	2009-
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	42	47	47
# in Dual Lang.	0	0	TBD	Number of Administrators and Other Professionals	14	18	5
# receiving ESL services only	27	34	TBD	Number of Educational Paraprofessionals	5	3	7
# ELLs with IEPs	4	24	TBD	<i>These students are included in the General and Special Education enrollment information above.</i>			

Overage Students (# entering students overage for (As of October 31)				Teacher Qualifications: (As of October 31)			
	2007-	2008-	2009-		2007-	2008-	2009-
	0	0	0	% fully licensed & permanently assigned to this	100.0	100.0	100.0
				% more than 2 years teaching in this school	66.7	63.8	80.8
				% more than 5 years teaching anywhere	59.5	53.2	59.6
Ethnicity and Gender - % of Enrollment: (As of October 31)				% Masters Degree or higher			
	2008-09	2009-10	2010-11		86.0	83.0	87.2
American Indian or Alaska Native	0.9	1.3	0.9	% core classes taught by "highly qualified" teachers	100.0	98.9	100.0
Black or African American	53.1	52.0	52.9				
Hispanic or Latino	31.4	29.7	33.1				
Asian or Native Hawaiian/Other Pacific	2.4	2.5	1.9				
White	11.5	12.7	11.0				
Male	54.5	54.3	53.3				
Female	45.5	45.7	46.7				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School	If yes,						
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Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

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

Individual Subject/Area AYP Outcomes:

Elementary/Middle Level		Secondary Level	
ELA:	X	ELA:	
Math:	v	Math:	
Science:	v	Graduation Rate:	

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

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

American Indian or Alaska Native	-	-	-				
Black or African American	v	v					
Hispanic or Latino	v	v	-				
Asian or Native Hawaiian/Other Pacific	-	-	-				
White	v	v	-				
Multiracial	-	-					
Students with Disabilities	X	v	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	v	v					
Student groups	5	6	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	B	Overall Evaluation:					NR
Overall Score:	48.6	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	7.1	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	5.1	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	33.1						
<i>(Comprises 60% of the</i>							
Additional Credit:	3.3						

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 CFN 410	District 31	School Number 031	School Name William T. Davis
Principal Patricia A. Covington		Assistant Principal A. Stone, L. Woolverton	
Coach		Coach	
Teacher/Subject Area Elaine Arnold/Literacy		Guidance Counselor Doreen Batista	
Teacher/Subject Area Debbie Borowka/Math		Parent Catrina Garetti	
Teacher/Subject Area Debra Schwartz/ESL		Parent Coordinator Diana Patras	
Related Service Provider Marisa Nieves/Speech		Other Alison Ward/Speech	
Network Leader Altagracia Santana		Other	

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

C. School Demographics

Total Number of Students in School	535	Total Number of ELLs	40	ELLs as Share of Total Student Population (%)	7.48%
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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.

Paste response to questions 1-6 here

1. At enrollment, the Home Language Identification Survey (HLIS) is administered by the pupil accounting secretary Jennifer Gigliotti. If the home language is other than English, an informal oral interview is conducted by Debra Schwartz, a certified ESL teacher or by other qualified pedagogues; Elaine Arnold, staff developer, Debbie Borowka, staff developer. The student and parent are also interviewed in their native language. Interpretation is provided by bilingual family workers or paraprofessionals for Spanish speaking parents and by the parent coordinator for Chinese speakers. Interpretation in other languages is facilitated by parent volunteers or by a phone call to the translation and interpretation unit. If required based on response to the HLIS, the LAB-R is administered during the first 10 days of school. It is hand-scored by the ESL teacher to determine if the student qualifies as an ELL. If the student qualifies as an ELL after the administration of the LAB-R and the native language is indicated as Spanish, the Spanish LAB is administered to the student by a bilingual teacher or other Spanish speaking pedagogue. The results of the Spanish LAB are solely to measure literacy skills and not for placement.

ELLs are tested annually using the New York English as a Second Language Achievement Test (NYSESLAT) to determine their continued eligibility. The NYSESLAT is also used to assess a student's progress within the modalities of listening, speaking, reading and writing.

2. It is essential that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL). At enrollment, if the HLIS indicates a language other than English, the ESL teacher or other teacher on the interview team explains the testing and program selection process to the parents. Interpretation services as outlined above are used if needed.

3. If the student qualifies as an ELL after the administration of the LAB-R, an entitlement letter is sent to the parent in their preferred language. Letters are hand delivered to parent when possible. If hand delivery is not practical, they are mailed home and a copy is backpacked home with the student. Through this letter, they are invited to an orientation session to take place within 10 days of enrollment and provided with a parent survey and selection form. At the orientation, the parent watches the DVD, receives a brochure explaining the program and has an opportunity to discuss all programs with the ESL teacher. The parent can then complete and return the survey and selection form. The ESL teacher telephones parents who do not respond to the orientation invitation as an outreach effort. An additional copy of the invitation is backpacked home with the student. The parent coordinator may also attempt to contact the parent by phone. If a parent does not make a selection after all outreach efforts have been exhausted, the default program is Transitional Bilingual Education as per CR Part 154.

4. Currently, PS 31 has a free standing ESL program based on selection by most of the parents. As is explained in the entitlement letter, we make every effort to honor the program selected by the parent. If a parent chooses a Transitional Bilingual Education program, he/she is advised that they may transfer their child to another school in the district that has that program. Parents are also advised that if at anytime we have 15 students in 2 consecutive grades with a request for a particular program, we will reconvene a meeting with the parents. The entitlement letter and all explanations are provided to the parents in their native language.

5. After reviewing the Parent Survey and Program Selection form for the past few years we have noticed the trend is to choose free standing ESL. 20 of the parents have selected ESL as their program choice. 3 chose dual language as their first choice. The default selection for parents who do not respond is Transitional Bilingual Education as per CR Part 154. Students with Individualized Education Programs are serviced in accordance with the program indicated on the IEP.

6. The free-standing ESL program is aligned with parent requests. Parent selection and student enrollment forms are reviewed periodically. A certified teacher with a bilingual extension is currently on staff and is available to teach a bilingual class if that was required due to enrollment and parent request.

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	0	0	0	0	0	0	0	0	0	0	0	0	0
Dual Language <small>(50%:50%)</small>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Freestanding ESL														
Self-Contained	0	0	0	0	0									0
Push-In	0	1	1	1	0	0								3
Total	0	1	1	1	0	0	0	0	0	0	0	0	0	3

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	40	Newcomers (ELLs receiving service 0-3 years)	26	Special Education	23
SIFE		ELLs receiving service 4-6 years	6	Long-Term (completed 6 years)	

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	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	26	0	11	6	0	4	0	0	0	32
Total	26	0	11	6	0	4	0	0	0	32

Number of ELLs in a TBE program who are in alternate placement: 9

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

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
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								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0									

This Section for Dual Language Programs Only

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):		
African-American:	Asian:	Hispanic/Latino:
Native American:	White (Non-Hispanic/Latino):	Other:

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	5	4	8	5	5									27
Chinese														0
Russian														0
Bengali				1		2								3
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other			1	1										2
TOTAL	5	4	9	7	5	2	0	32						

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.

Paste response to questions 1-4 here

1. Our school has a free standing ESL program. A typical schedule for students at the beginning and intermediate level of proficiency involves 3 push-in periods per week and 5 pull-out periods for a total of 360 minutes. A typical schedule for an advanced student is 180 minutes of pull-out instruction over a 5 day period. The program model for the pull out periods is primarily homogeneous with students

The ESL teacher creates a partnership with the classroom teacher to enhance communication between parents and teachers.

4. Instruction is differentiated for ELL subgroups as follows:

- SIFE: Although we currently have no SIFE students, our plans for Students with Interrupted Formal Education include intensive support in all academic content areas. Individualized goals are established based on assessment data. Small group instruction and individualized programs using technology are employed. In addition, before and after school sessions are made available to the student to provide additional individualized instruction.

- ELLs in schools less than 3 years: classroom strategies include:

- *Providing a buddy that speaks the same language when possible

- *Providing an English speaking buddy to demonstrate routines and procedures

- *Creating opportunities for new students to participate in all school-wide activities.

- *Providing visual support such as charts, word walls with picture cues, picture cards , graphs or videos

- *Allowing opportunities to interact with classmates at a teacher directed center or guided reading instruction

- *Using books accompanied by audiocassettes to allow the students to master English skills while using a visual aid simultaneously.

- *Using bilingual dictionaries to assist in translation where applicable.

- *Providing continual praise/encouragement of the child's success

- *Specific instruction and assessment in listening and speaking

- *Progress monitoring using formal and informal assessments to establish individual goals in listening, speaking, reading and writing

- *Use of technology to individualize instruction in reading, listening, speaking, math and other content areas

- * Use of before and after school programs to immerse student in school culture

- ELLs receiving service for 4 to 6 years: in addition to continuing strategies from above, emphasis is placed on reading and writing instruction. Results of assessments including NYSESLAT, ELL interim assessments, Acuity periodic assessments, NYS ELA and Math exam item skills analysis are reviewed to determine zone of proximal development so that instructional goals can be accurately set. Additional 30 minutes of small group instruction is provided daily to enhance development of ELA skills and strategies.

- Long term ELLs require additional targeted instruction in areas where progress has not been made. Such instruction is in addition to any ESL services and may be provided by the AIS teachers or by the classroom teacher. This additional instruction will consist of no less than 30 minutes of small group direct explicit instruction on a daily basis.

- ELLs with special needs are serviced in accordance with their IEP. ESL services are provided when indicated on the IEP in addition to other mandated services. The ESL teacher, speech teachers and classroom teachers collaborate in identifying and delivering appropriate interventions for these students. These students are also eligible for Academic Intervention Services (AIS) that may include additional instructional materials, resources and AIS teachers. Reading volunteers and Learning Leaders may also assist these students.

The instructional plan for all ELLs are aligned with the state standards in ELA and math. Teachers prepare students for state exams using a standards based curriculum. Test preparation strategies and materials are used as part of the instruction to prepare students for the testing process. Students are also provided with testing accommodations in the classroom as well as on the state exams.

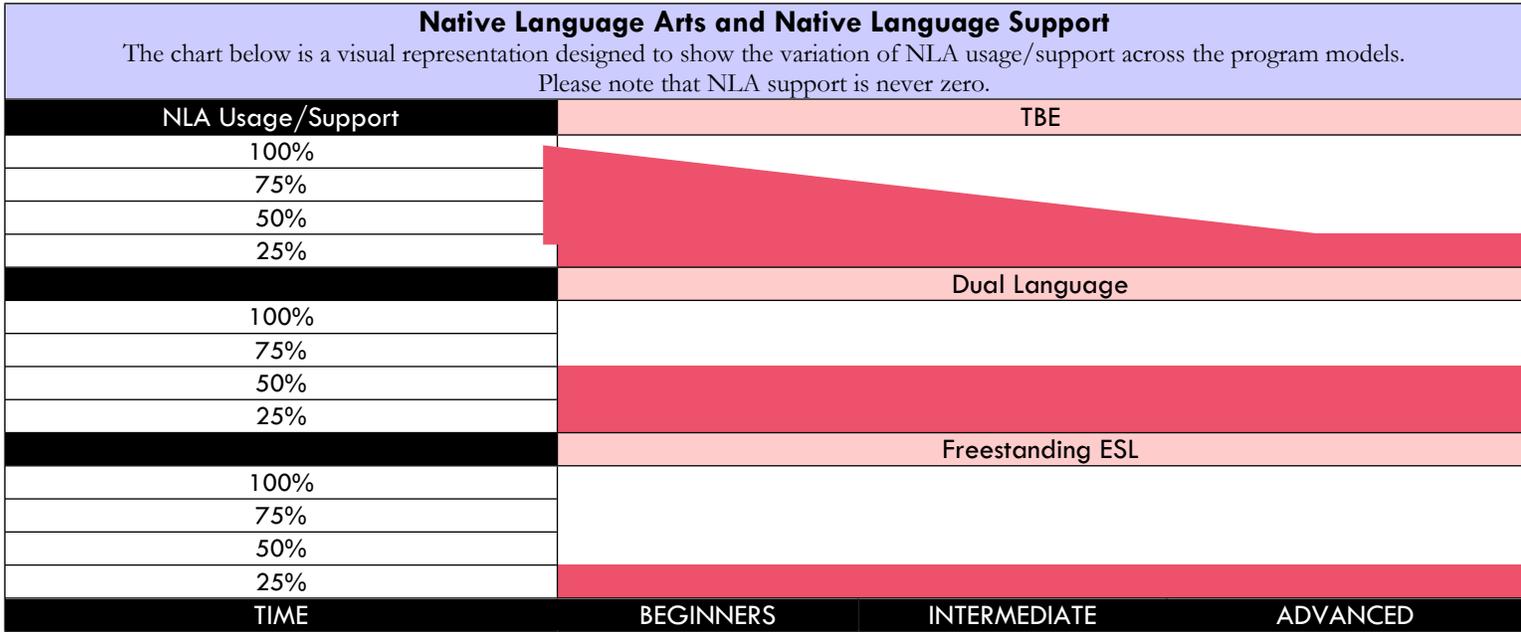
NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

	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
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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?

Paste response to questions 5-14 here

5. Targeted interventions programs for ELLs in ELA, math and other content areas are offered in English as follows.

- New Heights Reading Intervention
- Dual language library
- Translation dictionaries
- Foundations phonics (Grades K-3)
- Sadlier Oxford Vocabulary Workshop program (Grades 4-5)
- Daily small group instruction in reading strategies provided by AIS teacher
- Daily small group instruction in math content and strategies provided by AIS teacher
- Differentiated instruction in all content areas
- Individualized instruction using technology such as Destination Reading, Destination Math and Raz-Kids.
- Center based activities such as ETA Cuisenaire Writing Destination and Conversation Cues Oral language Cards
- Home Team Advantage Literacy Tool Kit
- After school program to focus on literacy strands

6. ELL students who have reached proficiency on the NYSESLAT receive transitional support for 2 years. They may receive test accommodations during that time on classroom as well as state tests. These students may continue to take advantage of resources provided by the ESL teacher. Other services provided throughout our school include AIS (Academic Intervention Services), Reading volunteers and Learning Leader programs.

7. After reviewing data, it was decided to revise the ESL teacher's schedule to include additional push-in periods of ESL services to ELLs who are in the self-contained special education program to support these students in their own classroom. A program is currently being planned to open the school one Saturday per month to make internet resources in English, Spanish and other native languages such as ARIS available to all parents to build capacity for parent involvement in student education and the school community. It is currently scheduled to commence in November 2010.

8. We do not anticipate the need to discontinue any current programs at this time.

9. ELLs are afforded equal access to all school programs. After school programs including AIS, test preparation, and other enrichment programs are open to all students. In addition, an after school Title 3 program is offered for additional literacy instruction. The after school program run by JCC/OCT, a CBO, is also open to all students. Translations of all invitations are provided so that parents are informed. Interpretation is available at parent workshops, parent teacher conferences and PTA meetings so that parents have appropriate access to information.

10. The instructional materials used in the Freestanding ESL Program are as follows:

- Write Time For Kids
- Time For Kids Exploring Non- Fiction
- New Heights
- Dual Language Library
- Leveled Library
- Saludos- The Earth Is Our Home-Blue Level
- Saludos- Gifts Of The Earth- red level
- High Points Basic Book Shelf
- Pearson Longman TOPS
- Great Source Reading and Writing Sourcebook
- Oxford Picture Dictionaries
- Translation Dictionaries
- Word Wall
- Experience charts
- Dry Erase Boards
- Computers
- RIGBY- On Our Way To English
- Foundations Phonics –Grades K-3
- Sadlier- Oxford Vocabulary Workshop Program-Grades 4-5
- RAZ-Kids online reading program
- Riverdeep Destination Reading and Math

11. Native language support is provided through the use of bilingual paraprofessionals, family workers, dual language libraries, bilingual dictionaries and glossaries.

12. Required services and resources are selected to correspond to the ELL students' ages and grade levels. Material is scaffolded to address the needs of the students.

13. Before the beginning of the school year, parents of ELLs are invited to attend an orientation at the school. Students are invited to

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?

Paste response to questions 1-4 here

PS 31 has an open door policy for all parents including parents of ELLs allowing them access to school administrators and the parent coordinator on a daily basis. Translation and interpretation are provided by our bilingual staff including family workers, paraprofessionals and teachers when appropriate. In addition, parents volunteers provide interpretation at meetings and events. When needed, the Translation Unit is contacted for interpretation. Signs are posted in the lobby to advise visitors of translation and interpretation availability. Parents/guardians are invited to attend PTA meetings, School Leadership team meetings and walk-throughs, curriculum workshops, open school week and parent teacher conferences. In addition, monthly progress reports are sent home for each student and parents are invited to meet with the teachers to discuss the report. Parents may attend the monthly assemblies to honor students recognized for achievement under our "Respect For All" initiative. Parents are encouraged to take part in the annual Learning Environment Survey.

There are additional opportunities for parents to become involved in the classroom. Each class has a minimum of 2 publishing parties each year so that parents may observe the development of their child in writing and speaking. Parents are also invited on class and school trips. Parents may also serve as reading volunteers, learning leaders and volunteer translators/interpreters.

A parent orientation is held at the beginning of the school year for all newly enrolled parents of ELLs. The ELL parents receive notices in their native language.

A monthly newsletter keeps parents informed about schoolwide and community activities and opportunities.

2. Our parent coordinator hosts parent workshops on a monthly basis. The topics are suggested by parents and school staff. Representatives from community based organizations are invited to present relevant information to parents. These have included workshops by Health Plus, Early Childhood Direction Center and Asthma Free Zone School and Staten Island Mental Health.
3. Parent needs are evaluated with input from Learning Environment Survey, discussions during PTA and other meetings and through contact with individual parents.
4. Parental involvement activities address the needs of the parents by strengthening the connection between the home and the school. We are committed to collaborating with parents to achieve the maximum success for the students. Parent involvement activities enrich the communication between school, home and the community.

Developing and using data

- Integrating technology into the standards based curriculum
- Understanding and using data from assessments including New York State ELA, Math, Science, Social Studies, NYSESLAT, LAB-R

Part V: Assessment Analysis

A. Assessment Breakdown Special education teachers participate in relevant workshops held on network level to receives additional training and support from the network, ELA, technology and supply staff.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	3	4	6	3	0	0	0	0	0	0	0	0	0	20
Intermediate(I)	0	0	2	2	0	2	0	0	0	0	0	0	0	8
Advanced (A)	2	0	1	2	0	0	0	0	0	0	0	0	0	6
Total	5	4	9	7	5	2	0	0	0	0	0	0	0	32

Additional dates will be scheduled as needed during the school year. The ESL teacher also invites teachers to observe and pull out periods. It is during such visits that teachers can view techniques and methodologies as well as access professional materials such as the ELL resource library. Teachers are encouraged to participate in other professional development opportunities

NYSESLAT Modality Analysis

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

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

NYS Social Studies									
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	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	0		0		6		0		6
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				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

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

Paste response to questions 1-6 here

1. In 2009-2010, early literacy skills were assessed using ECLAS-2 in grades Kindergarten through 3. Of the 26 students who were assessed with ECLAS-2, 17 (65%) mastered phonemic awareness, 3 (11.5%) mastered the phonics strand for their grade level, 2 (7.7%) mastered the appropriate level in vocabulary, 1 (3.8%) mastered the appropriate reading level and 2 (7.7%) mastered the listening and writing strand. All students are assessed quarterly using Fountas and Pinnell levels for progress monitoring. Students averaged an increase of 2.0 Fountas and Pinnell levels over the course of the year. Changes in reading levels are as follows: 5 students had no change, 11 students increased by 1 level, 8 students increased 2 levels, 1 student increased 3 levels and 7 students increased by 4 or more levels. A breakdown of the reading levels show 22 students at the emergent stage of reading, 6 at the early stage, 4 at the early fluent level and 1 at the fluent level.

Instructional implications based on all assessments indicate the need to reinforce phonics instruction with an increased emphasis on decoding and spelling as well as build sight word and vocabulary knowledge. Listening and writing require development for most students.

2. NYSESLAT data is also used to assess students. The largest group of our students is at the Beginning level (47%) overall. Of these beginners, 8 (44%) were in Kindergarten or first grade and the remaining 56% were in the second-fourth grade level. This represents a change in a previously established data pattern. In the past, the majority of Beginners were in Kindergarten or first grade. Intermediate level accounted for 19% of the students while the remaining 34% of the students scored Advanced. In this case, a greater percentage of students scored Advanced than last year (a 5% increase). Our students performed at higher levels on the listening and speaking strand than on the reading and writing strand which is consistent with expectations for the acquisition of English as a Second Language. The special education students performed at significantly lower levels in the areas of reading and writing than their general education counterparts.

3. The implications for instruction indicate that instruction needs to be differentiated for all learners. Individualized goals based on data with frequent progress monitoring are indicated. Small group, direct instruction on a daily basis is required. Additional programs and strategies must be employed especially for special education students to ensure they meet the achievement standards in reading and writing skills.

4. All of the students are in the free standing ESL program. When comparing the 2010 NYSESLAT with the 2009 test, it was noted that the overall level for 68% of the students remained unchanged and 32% went up 1 level. No students went down a level. 28% of the students increased at least one level in listening and speaking and 32% increased at least one level in reading and writing. In school year 2009-2010, additional emphasis was placed on the reading and writing strands with the result that more students increased a level in that strand than in the past year. Of the students who showed no change in levels, 59% are also special education students and 41% are general education.

Both the ESL teacher and the classroom teacher allow for opportunities for the student to speak in their native language. There is also a dual language library available in the classroom as well as in the P.S.31 Robin Hood Library which is available to students, parents and teachers. Parents are encouraged to read to their children in their native language.

Most of our students do not read in their native language. Even when New York State Math, Science and Social Studies are made available in their native language, they choose to take the English version of the test. The implication for instruction is to encourage the use of bilingual glossaries and dictionaries.

Item skills analysis for ELL periodic assessment is reviewed to determine areas for instruction. Individualized learning goals are developed based upon this information which serves as the basis for small group instruction.

The ELL periodic assessment reveals that students are developing the ability to follow oral directions but continue to need instructional intervention in reading fluency and comprehension skills. The Interim assessments are a useful tool to evaluate the student progress in listening, speaking, reading and writing. ELL Interim Assessment results are disseminated to the classroom teacher by the ESL teacher. The teachers collaborate to identify areas for instruction from the results.

5. PS 31 does not currently have a Dual Language program.

6. PS 31 evaluates the success of our ESL program using data from NYSESLAT, New York State ELA, ECLAS-2, Fountas and Pinnell progress monitoring, periodic assessments including ELL interim and Acuity assessments.

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)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		

	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		