



**PS/MS 31, BRONX
WILLIAM LLOYD GARRISON SCHOOL
2010-2011
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

SCHOOL: 07X 031

ADDRESS: 250 EAST 156 STREET BRONX, NEW YORK 10451

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: PS/MS 31x **SCHOOL NAME:** William Lloyd Garrison

SCHOOL ADDRESS: 250 East 156 Street Bronx, New York 10451

SCHOOL TELEPHONE: 718-292-4398 **FAX:** 718-292-4399

SCHOOL CONTACT PERSON: Liza Diaz **EMAIL ADDRESS:** LDiaz14@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Linda Mitchell

PRINCIPAL: Liza Diaz

UFT CHAPTER LEADER: Mark Strain

PARENTS' ASSOCIATION PRESIDENT: Marcia James

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 07x **CHILDREN FIRST NETWORK (CFN):** 401

NETWORK LEADER: Alice Brown

SUPERINTENDENT: Yolanda Torres

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
Liza Diaz	*Principal or Designee	
Mark Strain	*UFT Chapter Chairperson or Designee	
Marcia James	*PA/PTA President or Designated Co-President	
Olga Rodriguez	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Beatrice Holcomb	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	
	Member/ Chairperson	
Farah Doorga-Gunraj	Member/ Grade 1 Rep.	
Linda Mitchell	Member/ Pre K Rep.	
Steven Birkeland	Member/ School Counselor	
	Member/ Out of Classroom	
Dusty Figueroa	Member/ Parent	
Maricruz Martinez	Member/ Parent	
Naimah Muhammad	Member/ Parent	
Aida Velasquez	Member/ Parent	
	Member/ Parent	

(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.

Vision

The William Lloyd Garrison School PS/MS. 31 school community is committed to the development and mastery of skills reflected in the NYC/NYS Performance Standards. Given a positive and nurturing school climate, challenging curricula and high expectations, (academic rigor) all students can achieve their maximum potential.

Mission

To enable students to become more productive and effective citizens through the collaborative efforts of school staff, parents and community agencies that will ensure that all, including ELLs (English Language Learners), Special Education students will be nurtured in an environment reflecting academic rigor that exists not only for learning but also for positive attitudes and behaviors.

PART II: NARRATIVE DESCRIPTION OF THE SCHOOL

The William Lloyd Garrison School, PS/MS 31, is located in the Mott Haven section of the South Bronx. Throughout its successful lifetime, The William Lloyd Garrison School, PS/MS31, has been a leader in providing an enriched and academically rigorous learning community for all its students. A key element in the success of PS/MS 31 is the development of an educational community.

The school's stimulating and well planned curriculum focuses on students' differentiated needs. Students are engaged in investigative and practical learning activities that reflect high standards. Curriculum is well-developed to align with New York State requirements and to enable the collection and analysis of data. Instructional staff is trained to use data analysis of diagnostic, formative and summative tests to plan for instruction. They are provided with access to a diagnostic and prescriptive system of data/skill analysis. (ARIS-Acuity) Teachers use detailed diagnostic information on students' progress as a basis for Academic Intervention Services (A.I.S.), after school, summer school and Saturday Academy.

Students thrive in the positive and nurturing environment and are excited about the challenging curriculum. The Early Childhood program promotes sequential development of youngsters through components that value individual differences, learning styles and rich multicultural experiences.

Laptop carts and Smart Boards extend the capabilities of the school's two computer labs and enhance learning. The Physical Education program utilizes "The Fitness Gram Program" to assess each child's physical ability as well as to promote health awareness to improve overall health. The school's recycling program involving "eco-entrepreneurs" develops an awareness of environmental issues. The visual arts program integrates art with other curriculum areas and provides opportunities to apply analytical thinking skills. The school's art teacher has teamed up with Artsonia, (<http://www.artsonia.com>) the world's largest online students' art museum to display artwork. PS/ MS 31's students joined thousands of students from over one hundred countries whose artwork is

showcased on Artsonia. Students' work on display throughout the school creates an in-house "Museum of Art." There is a seamless progression of most students from elementary to middle school.

A well-rounded educational foundation is further fostered through the following activities: band, vocal music, keyboard, ballroom dancing, basketball, softball and outdoor track. Students share their talents at assemblies, talent shows and athletic competitions. Collaborative partnerships such as The Bronx Arts Ensemble, Lincoln Hospital and Prep for Prep reflect the instructional goals and priorities established by the team and school community.

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.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT				
School Name:	PS/MS 31x The William Lloyd Garrison School			
District:	07x	DBN #:	07x031	School BEDS Code: 320700010031

DEMOGRAPHICS									
Grades Served in 2009-10:	X- Pre-K	X - K	X -1	X - 2	X - 3	X - 4	X - 5	X - 6	X - 7
	X - 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
Enrollment:				Attendance: % of days students attended*					
(As of October 31)		2007-08	2008-09	2009-10	(As of June 30)		2007-08	2008-09	2009-10
Pre-K		35	35	36			91.3	91.3	91.3
Kindergarten		54	66	60					
Grade 1		117	70	79	Student Stability: % of Enrollment				
Grade 2		73	95	56	(As of June 30)		2007-08	2008-09	2009-10
Grade 3		79	64	85			92.7	90.0	TBD
Grade 4		74	79	66					

DEMOGRAPHICS							
Grade 5	85	69	77	Poverty Rate: % of Enrollment			
Grade 6	96	80	79	(As of October 31)	2007-08	2008-09	2009-10
Grade 7	113	97	81		81.5	91.6	95.3
Grade 8	87	118	98				
Grade 9	0	0	0	Students in Temporary Housing: Total Number			
Grade 10	0	0	0	(As of June 30)	2007-08	2008-09	2009-10
Grade 11	0	0	0		12	66	16
Grade 12	0	0	0				
Ungraded	0	0	0	Recent Immigrants: Total Number			
				(As of October 31)	2007-08	2008-09	2009-10
Total	813	775	721		4	4	5
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number			
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10
Number in Self-Contained Classes	40	59	50	Principal Suspensions	27	102	42
No. in Collaborative Team Teaching (CTT) Classes	25	38	35	Superintendent Suspensions	17	37	27
Number all others	51	48	44				
<i>These students are included in the enrollment information above.</i>							
English Language Learners (ELL) Enrollment:				Special High School Programs: Total Number			
(BESIS Survey)				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	CTE Program Participants	0	0	0
# in Trans. Bilingual Classes	41	22	21	Early College HS Participants	0	0	0
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	76	72	68	Number of Staff: Includes all full-time staff			
# ELLs with IEPs	2	4	21	(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	71	71	71
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals	12	14	3
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	2	4	8
	2	4	13				
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	100%	100%	100%
American Indian or Alaska Native	0.0	0.1	0.1	Percent more than two years teaching in this school	47.9%	54.9%	90.0%

DEMOGRAPHICS							
Black or African American	30.0	27.7	25.9	Percent more than five years teaching anywhere	45.1%	52.1%	95.0%
Hispanic or Latino	66.5	65.8	68.0				
Asian or Native Hawaiian/Other Pacific Isl.	2.5	3.6	3.1	Percent Masters Degree or higher	73.0%	73.0%	100%
White	1.0	1.2	1.2				
Multi-racial				Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	98.5%	85.5%	60.0%
Male	47.4	48.3	49.7				
Female	52.6	51.7	50.3				

2009-10 TITLE I STATUS				
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance		<input type="checkbox"/> Non-Title I
Years the School Received Title I Part A Funding:	<input checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08	<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		If yes, area(s) of SURR identification:					
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>							
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):							
<u>Differentiated Accountability Phase (Check <input checked="" type="checkbox"/>)</u>				<u>Category (Check <input checked="" type="checkbox"/>)</u>			
				Basic	Focused	Comprehensive	
In Good Standing (IGS)				✓			
Improvement (year 1)							
Improvement (year 2)							
Corrective Action (year 1)							
Corrective Action (year 2)							
Restructuring (year 1)							
Restructuring (year 2)							
Restructuring (Advanced)							
Individual Subject/Area Outcomes	Elementary/Middle Level (✓)			Secondary Level (✓)			
	ELA:	X		ELA:			
	Math:	✓		Math:			
	Science:	✓		Grad. Rate:			
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
Student Groups		Elementary/Middle Level			Secondary Level		
		ELA	Math	Science	ELA	Math	Grad. Rate**
All Students		✓	✓	✓			
Ethnicity							
American Indian or Alaska Native		--	--				

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

Black or African American	✓	✓				
Hispanic or Latino	✓	✓				
Asian or Native Hawaiian/Other Pacific Islander	--	--	--			
White	--	--	--			
Multiracial	--	--	--			
Other Groups						
Students with Disabilities	X	✓				
Limited English Proficient	✓	✓	--			
Economically Disadvantaged	✓	✓				
Student groups making AYP in each subject	5	6	1			

Key: AYP Status

√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
√ ^{SH}	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

Note: NCLB/SED accountability reports are not available for District 75 schools.

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade	A	Overall Evaluation:	✓
Overall Score	73.1	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	✓
School Environment (Comprises 15% of the Overall Score)	9.2	Quality Statement 2: Plan and Set Goals	✓
School Performance (Comprises 25% of the Overall Score)	17.9	Quality Statement 3: Align Instructional Strategy to Goals	✓
Student Progress (Comprises 60% of the Overall Score)	42.2	Quality Statement 4: Align Capacity Building to Goals	W
Additional Credit	3.8	Quality Statement 5: Monitor and Revise	✓
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

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?
-

What student performance trends can you identify?

The New York State Report Card- Accountability and Overview Report- 2008-2009 reveals that there is a need to develop the literacy ability of high-need students with disabilities. This group did not make its AYP in English Language Arts. The other five groups made Adequate Yearly Progress (AYP) in English Language Arts. (These five are: All Students, Black or African American, Hispanic or Latino, Limited English Proficient and Economically Disadvantaged groups.)

The following charts reflect the use of available data as of Spring 2010. Student test scores (2008-2009 and 2009-2010) are being compared in terms of those students who met promotional criteria and those students who did not meet promotional criteria as students' proficiency levels for Spring 2010 were not available at the time of this draft.

School Year 2009-2010- English Language Arts Scores for Students with Disabilities

ELA Students With Disabilities – 53.8% at 75th growth percentile or higher.

School Year 2009-2010- Mathematics Scores for Students with Disabilities

Math Students With Disabilities – 45.7% at 75th growth percentile or higher.

Students Meeting Promotional Criteria in Mathematics (All students)

2009 – 2010 Math 62.0 median growth percentile.

Students Meeting Promotional Criteria in English Language Arts (All students)

2009 – 2010 ELA 61.0 median growth percentile.

What have been the greatest accomplishments over the last couple of years?

The New York State School Report Card 2008-2009 reveals the following:

- **ELA** - The final AYP Determination was 5 of 6. Students with Disabilities did not make their AYP in ELA. Students in all other accountability groups made AYP.
- **Mathematics**- The final AYP Determination was 6 of 6 accountability groups making AYP.
- **Science**- The final AYP Determination was 6 of 6 accountability groups making AYP.

In the fall of 2009, an Inquiry Team comprised of the Literacy Coaches (trained by Teachers College), AIS Coordinator, and Assistant Principal continued to test instructional strategies that would help close the achievement gap for those low performing students. Members of the Inquiry Team continue to analyze performance data and other information to monitor the learning of these students and make recommendations for changes in their instruction. The team members have become proficient in using ARIS, Acuity and diagnostic tools. They share knowledge about “best practices” and changes in students’ learning activities with the school staff at grade meetings and school-wide meetings. Inquiry Team members also participate in weekly grade planning sessions and share effective practices that guide teaching and student improvement in achievement. Target students are enrolled in small group prescriptive skill building during the day school program and Extended Day, as well as in the new After School Study Programs (ASPIRA, Urban Dove, Liberty Learning, NYC Learning Academy, Binet Inc, OST and in the Saturday Academy for ELL’s and Special Education.)

The Quality Review Report 2008-2009 states that this school does well in the following areas:

These are aids to continuous improvement

- The excellent use of teacher binders to record data collection in ELA, Math and some other core subjects allows teachers to track students’ progress and mastery of learning very effectively
- There has been good progress in developing goal setting in the main core subject areas as evidenced by the consistent use of the “Glow and Grow” sheets to set short-term goals
- There are very high expectations for both behavior and study, and these are clearly shared with and supported by, the whole- school community
- Students like coming to school because they enjoy their classes, are generally engaged by their instruction and feel well supported by their teachers

- The administration regards the professional development of teachers, (particularly new teachers) as a priority and provides them with a variety of opportunities to address their needs
- The administration fosters teamwork and collaboration throughout the school both among students and teachers. This contributes strongly to the personal development of all members of the school community

What are the most significant aids or barriers to the school's continuous improvement?

- During the 2009-2010 school year, 100% of the teaching staff is fully licensed and permanently assigned to the school.
- During the 2009-2010 school year, 90% of the teachers have been teaching more that 2 years in this school as compared to 47.9% in the 2008-2009 school year.
- During the 2009-2010 school year, 95% of the teachers have more than 5 years teaching experience as compared to 45,1% in the 2008-2009 school year.
- In the 2009-2010 school year, 60% of the core classes were taught by "highly qualified" teachers.
- During the 2009-2010 school year, 100% of the teachers have a Masters Degree or higher as compared to 73% in the 2008-2009 school year.
- There is a need to continue to develop the links between home and school (particularly in respect of student goals) in order to allow parents to become even more effective partners in their children's learning
- Changes have occurred in the English Language Learners (ELL) enrollment. There has been a decrease in the number of students receiving ESL services. In 2008-2009, there were 72 students that were ELLs (in 2009-2010 there were 68 students-based upon BESIS data) There is a sharp increase in the number of ELLs who have IEPs. (In 2008-2009, there were 4 ELLs with IEPs. However in 2009-2010, 21 ELLs had IEPs.
- Changes have occurred in the number of students in Self-Contained classes. In 2008-2009, 59 students were enrolled, as compared to 50 in 2009-2010. The number of students in Collaborative Team Teaching (CTT) Classes has increased in 2009-2010 reflecting Less Restrictive Environment.
- As of October 30, 2009, PS/MS 31 has not admitted any students under provisions of NCLB.

Based on the Quality Review 2008-2009 the following needs were noted by the lead reviewer:

- Review the current data processes and investigate ways of extending the current good practice in English Language Arts, Math, and other content areas across all core subjects
- Extend the existing good practice in student goal setting to encompass all core subjects with specific, time-related goals
- Develop further the goal-setting process with teachers to provide clear, measurable goals in order to further enhance instruction

Based on the New York City Department of Education Progress Report for 2008-2009 the following needs are noted for student progress:

- There is a need to continue to increase the number of students making at least one year progress in Mathematics.
- There is a need to continue to increase the percentage of students in the school's lowest one-third of all students making at least one year's progress in Mathematics.

- There is a need to increase the average change in student proficiency for students achieving levels one and two in English Language Arts and Mathematics.
- There is a need to increase the average change in student proficiency for students achieving levels three and four in Mathematics.

Based on the findings of the PS/MS 31 Inquiry Team (Assistant Principal, Data Specialist, and 2 Literacy Coaches) the following needs are noted for student performance:

- The needs of the Special Education students in grades 4-8 who are in the lowest scoring 1/3 of their respective grades in English Language Arts must be addressed (60 students)
- Each of these student's standardized test scores, IEP and provider services must be evaluated
- Parents will be asked to complete questionnaires based upon the services that their child/children receive
- Intervention materials will be ordered for these students including:
 - “Triumphs Reading” – Intervention for Grades 1-5
 - “Expressions”- for ELL's Grades 6-8
 - “Treasure Chest”- for ELL's Grades K-5
- Individualized/small group instruction must be provided during the school day including the zero period
- All providers must articulate with classroom teachers for follow-up
- Renzulli – Project based differentiated learning
- Dimension M/L Video Gaming – school wide
- 100 Book Challenge – Grades 2-8
- Success Maker – Writer Studio – school wide
- AHA Science – SWD (Students With Disabilities) & ELL (English Language Learners) – Grades 3-6 Digital Learning

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2009-10 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

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

Goal 1- To continue to develop the literacy ability of high- need students with disabilities in a highly structured standards-based curriculum.

Measurable Objective- By June 2011, there will be an increase from 30.3% to 36% in the number of high-need students making exemplary gains in English Language Arts, measured by the 2011 ELA State test results.

Goal 2- To continue to develop the mathematical ability of high- need students with disabilities in a highly structured standards- based curriculum

Measurable Objective- By June 2011, there will be an increase from 34.3% to 40% in the number of high-need students making exemplary gains in Mathematics, measured by the 2011 Math State test results.

Goal 3- To continue to develop the literacy ability of high needs English Language Learners (ELLs) in a highly structured standards-based curriculum.

Measurable Objective- By June 2011, there will be an increase from 21.3% to 30% in the number of ELL students making exemplary gains in English Language Arts, measured by the 2011 ELA State test results.

Goal 4- To continue to increase the mathematical ability of high needs English Language Learners (ELLs) in a highly structured standards-based curriculum.

Measurable Objective- By June 2011, the number of ELL students for ELA will increase from 39.6% at 75th growth percentile to 45% at 75th growth percentile or higher. This will be a 5.4% increase, measured by the 2011 ELA State test results.

Goal 5- To continue to improve the writing skills of all students across all curriculum areas

Measurable Objective- By June 2011, 85% of the students in grades 3-8 will improve their writing skills across content areas measured by the school’s writing rubrics which was developed by the inquiry team in alignment with the Common Core Standards.

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): Literacy

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Goal 1- To continue to develop the literacy ability of high- need students with disabilities in a highly structured standards-based curriculum. Measurable Objective- By June 2011, there will be an increase from 30.3% to 36% in the number of high-need students making exemplary gains in English Language Arts, measured by the 2011 ELA State test results.</p>
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Action Plan

Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.

- Success Maker (Writer's Studio, Pearson Digital Learning) will continue to be used to meet the students' individual academic needs and provide accountability through reports to help identify the needs of individual students and groups of students with disabilities Responsible Staff: AIS Coordinator, Digital Media Specialist, AIS providers-ongoing 9/10-6/11.
- Conducting a comprehensive review and analysis of students' literacy achievement data (grades 3-8) using the Acuity Report (ARIS) will be continued. Data will continue to be disaggregated by major student subgroup- Students with Disabilities. The use of quantitative and qualitative data to evaluate the effectiveness of the delivery of Literacy instruction will be continued. Responsible Staff: Literacy Coaches, Data Specialist, Academic Intervention Coordinator (AIS), all staff-ongoing – 9/10-6/11. Progress will be monitored after the Nov. student diagnostic assessment and Feb. predictive.
- A needs assessment will continue to be generated to examine 3 year trends in Literacy (grades 5-8) disaggregated by grade for students with disabilities. Note specific areas of strengths/weakness (major findings of items skills analysis). Assess the impact of other areas related to student achievement: attendance, health, parent involvement, support services, school climate, school structure-organization, school facilities, and isolate contributing factors/causal factors. Responsible Staff: AIS providers, SBST providers, AIS Coordinator, Parent Coordinator, all staff- ongoing - 9/10-6/11.
- Comparing this school's Peer Horizon score to Peer Horizon score of the highest achieving school using score range (grades 3-8) will be continued. Responsible Staff: Data Specialist, Principal, Assistant Principals, AIS Coordinator- beginning, middle, end of year 9/10-6/11.
- Academic Intervention Services will continue to provide small group pull-out/push in instruction during the entire school day (grade K-8) - Responsible Staff: AIS providers, AIS Coordinator – ongoing-9/10-6/11.
- After School Programs such as NYC Learning Academy for grades 6 – 8, Liberty Learning, Urban Dove for grades 3 – 5, Binet Inc., ASPIRA and Champion will continue to support learning. Champion will provide home tutoring for students in grades K-8 twice a week. Out of School Time Program (ACDP/OST) will supply academic support three times a week 3-5 P.M. for grades 6-8 .Responsible Staff: Assistant Principal in charge of the program- selected staff from OST and Champion- 9/10-5/11.
- Saturday School will continue to support students in grades 3-8- Literacy, Mathematics, Science - to correlate with NYS testing schedule- Responsible Staff: Assistant Principal in charge of the program and selected staff- Ongoing – 11/6

<p>Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-2010 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 (SINI/SRAP/SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.</p> <p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts</p> <p>Subject/Area (Where relevant), where applicable.</p>	<p>5/11- (8:30-12:30).</p> <p>SECTION VI: ACTION PLAN</p> <ul style="list-style-type: none"> Inquiry Team will continue to provide support by examining the performance trends of low performing students in grades 2-8. Their goal is to test instructional “change strategies” that will help to close the achievement gap of students with disabilities. Responsible Staff: Assistant Principals, Literacy Coach, Grade Team teachers, AIS Coordinator - ongoing 9/10-6/11. <p>Staffing/Training/Schedule: Responsible Staff</p> <ul style="list-style-type: none"> Support for all staff by the school-based Professional Development Team - Responsible Staff: Principal, Assistant Principals, coaches, lead teachers, Academic Intervention Services (AIS) Coordinator - ongoing 10/27-6/11. AIS Coordinator and the Digital Media Teacher (<i>responsible staff</i>) provide access to
<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Goal 2- To continue to develop and maintain their mathematical instruction and lead teachers provide differentiated professional development and modeling for new teachers. Collaboration provides the opportunity for grade-wide thematic planning and differentiation of instruction - ongoing 9/10-6/11</p> <p>Measurable Objective By June 2011, the number of high-need students exceeding gains in Mathematics, measured by the 2011 Math Inquiry Teams members and the Data Media Specialist (<i>Responsible Staff</i>) examine performance trends of small populations of students (i.e. students with disabilities) in the school. Their goal is to test instructional “change strategies” that will help to close the achievement gap for these low performing high need students with disabilities. - ongoing 9/10-6/11.</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>To continue to conduct a comprehensive review and analysis of students with disabilities mathematical achievement data (grades 3-8) using Acuity Report (ARIS) Budget Codes: 130, 199, 3001, 3004, 3009, 0689, 2531, 2461 Supplemental Educational Services (SES)</p> <p>Continue to disaggregate data by major student subgroup – Students with disabilities. Use quantitative and qualitative data to evaluate effectiveness of delivery of mathematics instruction. Responsible Staff: Data Specialist, selected teachers -</p> <p>Indicators of Interim Progress and / or Accomplishment:</p> <ul style="list-style-type: none"> Acuity Report data and Predictive metrics during the year (Nov 2010-June 2011). Each student at the end of the with Acuity data will access total of 24 or more areas related to student achievement, health, parent involvement, student support services, school climate, school structure, organization and school facilities, middle school Environmenting Factors (November 2010-February 2011) Responsible Staff: AIS Coordinator, SBST Schooler's AIS Co 2010-2011 of Albany 2010-2011 (April 2010-ongoing 9/10-6/11) Portfolio assessment with Exit Reports in investigations school (particularly in respect to student goals) as indicated on parent's School Progress Report effective Report Card, Quality Review 2010-2011 as noted in the 2008-2009 Quality Review Report. (students in grades 5-8) Responsible Staff: AIS providers, SBST members, AIS Coordinator, Parent Coordinator, gains 9/10-6/11 Language Arts.

- Continue to compare school's Peer Horizon Score to highest achieving Peer Horizon's school's data (Use range of data). Note specific areas of strength/weakness (major findings of item skills analysis) of students in grades 3-8. – Responsible Staff: Data Specialist, Principal, Assistant Principals, AIS Coordinator- *beginning, middle, end of year 9/10-6/11.*
- After School Programs such as NYC Learning Academy, Liberty Learning, Urban Dove, Binet Inc., and Champion will continue to support learning. Champion will continue to provide home tutoring for students in grades K-8 twice a week.
- Out of School Time Program (ACDP/OST) will continue to supply academic support three times weekly 3-5 P.M. for grades 6-8. Responsible Staff: Assistant Principal in charge of the program- selected staff from OST. ongoing- *10/5 – 5/11.*
- Small group pull-out will continue using “America’s Choice Math Navigator”- Responsible Staff: Assistant Principal, AIS providers–ongoing- 9/10-6/11 (day school)
- To continue to analyze individual student data (grades 2-8) by teachers to inform instruction. To continue to analyze effectiveness of curriculum and instruction and identify significant findings. Responsible Staff: All teachers, AIS Coordinator, AIS providers, AUSSIE -*ongoing 9/10-6/11. Student progress will be monitored after the Nov. diagnostic assessment and the Feb. predictive.*
- Saturday School for students in grades 3-8- will continue to correlate with NYS Testing schedule- Responsible Staff: Assistant Principal in charge of the program, selected staff- *8:30-12:30 TBA upon receipt of funding.*
- Inquiry Team will continue to provide support by examining the performance trends of low performing students in grades 2-8. Their goal is to test instructional “change strategies” that will help to close the achievement gap of students with disabilities . Responsible Staff: Team members include: Assistant Principal, Grade Team Teachers and the AIS Coordinator- *ongoing- 10/27-6/11.*
- Professional Development Team- Responsible Staff: AIS Coordinator, Grade Team Teachers, Digital Media Teacher, AUSSIE for grades 4 & 5 - for all staff will continue- 9/10-6/11

Aligning Resources: Implications for Budget, Staffing/Training, and Schedule
Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.

Staffing/Training/Schedule:

- To continue support for the entire staff by the school-based Professional Development Team -Principal, Assistant Principals, Academic Intervention Services Coordinator (AIS), Inquiry Team members, AIS providers, Digital Media Specialist, AUSSIE for Grades 4 & 5, lead teachers- *ongoing 9/10-6/11.*
 - modeling will be provided by the, AIS Coordinator and the Digital Media Specialist to access and to use Acuity Reports- for teachers in grades 3-8- *ongoing 9/10-6/11.*
 - demonstrating strategies to recognize when performance trends decline (i.e. using qualitative and quantitative data from formal and informal assessments) *ongoing 9/10-6/11.*
 - demonstrating the use of easily administered assessments which will target student deficiencies in Mathematics (including quick dissemination of results which can then inform instruction for students in grades K-8) - Responsible Staff: Entire Professional Development Team- *ongoing- 9/10-6/11.*
 - demonstrating school-wide strategies to ensure that all students are achieving at high levels (i.e. differentiated learning) - Responsible Staff: Entire Professional Development team- *ongoing -9/10-6/11.*
- Support by the Inquiry Team will be continued -(Inquiry Team members include the Assistant Principals, coach, grade team teachers and the AIS Coordinator (responsible staff members) - *ongoing -9/10-6/11.*
 - examining the performance problems of small populations of students in the school (i.e. ELLs & SWDs). Their goal is to test instructional “change strategies” that will help to close the achievement gap for these low performing students- *ongoing-9/10-6/11.*
 - demonstrating strategies to recognize when performance trends decline (i.e. using qualitative and quantitative data from formal and informal assessments) - Responsible Staff: AUSSIES, lead teachers, AIS Coordinator . - *ongoing - 9/10-6/11.*

Implications for Budget (sources) - Tax Levy, Title I, C4E, 21st Century Budget Codes: 130, 199, 3001, 3004, 3009, 0689, 2531, 2461

Indicators of Interim Progress and/or Accomplishment

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

Indicators of Interim Progress and / or Accomplishment:

- Acuity Reports Interim and Predictive – 3 times during the year – (Nov.2010, Jan.2011, March 2011) – Each student at the end of the 3 Acuity tests will gain a total of 24 points or 1 tier
- Improved test scores on NYS Mathematics Exam- Spring 2011
- Report card growth- three times yearly in elementary school and in middle school – Elementary School and Middle School - Nov. 2010, March and June 2011)
- Portfolio assessments, Exit Projects, investigations, electronic portfolios- *ongoing 9/10-6/11.*
- Improvement on School Progress Report, Report Card and Quality Review-'10-11.
- By June 2011, the number of students with disabilities will increase from 45.7% at 75th growth percentile or higher for mathematics to 50.7% at the 75th growth percentile or higher. This will be a 5% increase.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-2010 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 (SINI/SRAP/SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.*

Subject/Area (where relevant): Literacy

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Goal 3- To continue to develop the literacy ability of high need English Language Learners (ELLs) in a highly structured standards-based curriculum Measurable Objective- By June 2011, there will be an increase from 21.3% to 30% in the number of ELL students making exemplary gains in English Language Arts.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Success Maker (Pearson Digital Learning) will continue to be used to meet the students' individual academic needs and provide accountability through reports to help identify the needs of individual students and groups of English Language Learners (ELLs). Responsible Staff: AIS Coordinator, Digital Media teacher, AIS providers- <i>ongoing 9/10-6/11.</i> • Triumphs and Treasure Chest program will continue to be used to meet the students' individual academic needs. Responsible Staff; classroom teachers- <i>ongoing 9/10-6/11.</i> • Continue to conduct a comprehensive review and analysis of students' literacy achievement data (grades 3-8) using the Acuity Report (ARIS). Continue to disaggregate data by major student subgroup- English Language Learners (ELLs). Use quantitative and qualitative data to evaluate the effectiveness of the delivery of Literacy instruction. Responsible Staff: Assistant Principals, Literacy Coach, Data Specialist, Academic Intervention Coordinator (AIS), all staff- <i>ongoing – 9/10-6/11.</i> • Continue to provide a management system (including assessment and curriculum resources) to track student, small group, whole class and demographic group achievement to improve academic performance on high-stake tests – Responsible Staff: Principal, Assistant Principals, AIS Coordinator, Literacy Coach, Data Specialist, all teachers- <i>ongoing- 9/10-6/11. Student progress will be monitored after the Nov. diagnostic assessment and the Feb. predictive.</i> • Continue to provide educators with a comprehensive set of curriculum based assessments that can be administered weekly, as well as a simple assessment creator to design assessments that can be quickly and easily administered and evaluated- Responsible Staff: Literacy coach, lead teachers, AIS Coordinator - <i>all teachers- ongoing- 9/10-6/11.</i> • Continue to develop further with teachers the goal-setting process to provide clear, measurable goals in order to further enhance instruction of ELLs- Responsible Staff :Literacy Coach, lead teachers, mentors, AIS Coordinator - (as noted in the 2008-2009 Quality Review Report) for all teachers- <i>ongoing- 9/10-6/11.</i> • Continue to create, maintain and extend the use of a School- wide student assessment data collection – to assess whole class and individual strengths and needs to drive instruction. Responsible Staff: Assistant Principals, Literacy Coach, grade team teachers, and AIS Coordinator - <i>ongoing 9/10-6/11.</i> • Continue to provide all teachers with reports, generated by skills, strengths or

weaknesses, so that they can deliver individualized instruction based upon reports. All staff will utilize codes to access their class' information – Responsible Staff: Assistant Principals, Literacy Coach, grade team teacher, AIS Coordinator and Data Specialist – all teachers *ongoing- 9/10-6/11*.

- Continue the utilization of data to address student and whole class performance on specific skills and to design assignments which will support the necessary instructional focus. Responsible Staff: Assistant Principals, Literacy Coach, grade team teachers, AIS Coordinator and all staff – *ongoing- 9/10-6/11*.
- After School Programs such as NYC Learning Academy, Liberty Learning, Urban Dove, Binet Inc. and Champion will continue to support learning. Champion will continue to provide home tutoring for students in grades K-8 twice a week.
- Out of School Time Program (ACDP/OST) will continue to supply academic support three times weekly 3-5:30 P.M. for grades 6-8 .Responsible Staff: Assistant Principal in charge of the program- selected staff from OST, - *10/10-5/11*
- Saturday School for students in grades 3-8- Literacy, Mathematics, Science, Social Studies- will continue to correlate with NYS testing schedule- Responsible Staff: Assistant Principal in charge of the program and selected staff - *ongoing- 11/6-5/11- (8:30-12:30)*. (pending receipt of funding)
- Professional Development-
 - Continue to schedule grade conferences focusing on analyzing data, tracking student progress and differentiated instruction – *all staff-* Responsible Staff: Assistant Principals, Literacy Coach, grade team teachers, and AIS Coordinator - *ongoing- 9/10-6/11*.
 - School-based Inquiry Team (Assistant Principals, AIS Coordinator, Literacy Coach and grade team teachers) will continue to analyze data and plans for student instructional support –for all staff *ongoing -9/10-6/11*.
 - Continue to provide methodology for the identification of specific goals based on a thorough analysis of data results, established benchmark assessments and monitored student progress – all staff- *ongoing -9/10-6/11*.

ongoing- 9/10-6/11.

- Continue to generate a needs assessment. Examine trend in Mathematics - disaggregated by grade for ELLs. Assess the impact of other areas related to student achievement: attendance, health, parent involvement, student support services, school climate, school structure-organization, school facilities, and isolate contributing factors/causal factors. Responsible Staff: Assistant Principals, AIS providers, SBST providers, AIS Coordinator, Parent Coordinator – *ongoing 9/10-6/11. Student progress will monitored after the Nov. diagnostic assessment and the Feb. predictive.*
- Continue to develop the links between home and school (particularly in respect to student goals) in order to allow parents to become even more effective partners in their children’s learning as noted in the 2008-2009 Quality Review Report. (students in grades 5-8) Responsible Staff: Assistant Principals, AIS providers, SBST providers, AIS Coordinator, Parent Coordinator – *ongoing 9/10-6/11.*
- Continue to compare school’s Peer Horizon Score to highest achieving Peer Horizon’s school’s data (Use range of data). Note specific areas of strength/weakness (major findings of item skills analysis) of ELL students in grades 3-8. – Responsible Staff: Principal, Data Specialist, Assistant Principals, AIS Coordinator- *beginning, middle, end of year 9/10-6/11.*
- After School Programs such as NYC Learning Academy, Liberty Learning, Urban Dove, Binet Inc.and Champion will continue to support learning. Champion will continue to provide home tutoring for students in grades K-8 twice a week. Responsible Staff: Assistant Principal in charge of the program 10/10-5/11.
- Out of School Time Program - (ACDP/OST) will continue to supply academic support three times weekly 3-5:30 P.M. for grades 6-8. Responsible Staff: Assistant Principal in charge of the program- selected staff from OST- *10/10-5/11.*
- AIS- small group pull-out Program will continue using “America’s Choice Math Navigator” and SuccessMaker- Responsible Staff: Assistant Principals, AIS providers - *ongoing 9/10-6/11-(Day school).*
- Continue to analyze individual student data (grades 3-8) to inform instruction. Analyze effectiveness of curriculum and instruction and identify significant findings. Responsible Staff: Assistant Principals, all teachers, AIS Coordinator, AIS providers, AUSSIE for grades 4 & 5 -*ongoing 9/10-6/11.*
- Saturday School for students in grades 3-8- Mathematics (Nov. 2010-April. 2011 – will continue to correlate with NYS Testing schedule- Responsible Staff: Assistant Principal in charge of the program, selected staff- *8:30-12:30-ongoing- 11/10-4/11 (pending funding).*
- Inquiry Team will continue to provide support by examining the performance trends of low performing students in grades K-8. Their goal is to test instructional “change

	<p>strategies” that will help to close the achievement gap of English Language Learners . Responsible Staff: Team members include: Assistant Principals, grade team teachers, AUSSIES and the AIS Coordinator- <i>ongoing- 9/10-6/11</i>.</p> <ul style="list-style-type: none"> Professional Development Team will continue to provide support for mathematical instruction for the entire staff- Responsible Staff: Assistant Principals, AIS Coordinator, grade team teachers, Digital Media Teacher, AUSSIE - for all staff-<i>9/10-6/11</i>.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p><i>Implications for Budget (sources) - Tax Levy, Title I, C4E, 21st Century</i> Budget Codes: 130, 199, 3001, 3004, 3009, 0689, 2531, 2461</p> <p><i>Staffing/Training/Schedule:</i></p> <ul style="list-style-type: none"> Support for the entire staff by the school-based Professional Development Team will continue -Principal, Assistant Principals, Academic Intervention Services Coordinator (AIS), Inquiry Team members, AIS providers, Digital Media Specialist, AUSSIE, grade team teachers - <i>ongoing 9/10-6/11</i>. <ul style="list-style-type: none"> modeling will be provided by the, AIS Coordinator and the Digital Media Specialist to access and to use Acuity Reports- for teachers in grades 3-8- <i>ongoing 9/10-6/11</i>. demonstrating strategies to recognize when performance trends decline (i.e. using qualitative and quantitative data from formal and informal assessments) <i>ongoing 9/10-6/11</i>. demonstrating the use of easily administered assessments which will target student deficiencies in Mathematics (including quick dissemination of results which can then inform instruction for students in grades K-8) - Responsible Staff: Entire Professional Development Team- <i>ongoing- 9/10-6/11</i>. demonstrating school-wide strategies to ensure that all students are achieving at high levels (i.e. differentiated learning) - Responsible Staff: Entire Professional Development team- <i>ongoing -9/10-6/11</i>. Support by the Inquiry Team- (Inquiry Team members include the Assistant Principals, coach, grade team teachers and the AIS Coordinator (responsible staff members) will be continued - <i>ongoing -9/10-6/11</i>. <ul style="list-style-type: none"> examining the performance problems of small populations of students in the school (i.e. ELLs). Their goal is to test instructional “change strategies” that will

<p>designated for improvement (SINI/SRAP/SURR or schools that received a C for two consecutive years, D or F on the Progress Report); must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.</p> <p>Subject/Area (where relevant): Literacy- Writing</p>	<p>help to close the achievement gap for these low performing students. ongoing</p> <ul style="list-style-type: none"> demonstrating strategies to recognize when performance trends decline (i.e. using qualitative and quantitative data from formal and informal assessments) - Responsible Staff: AUSSIE, grade team teacher, AIS Coordinator – ongoing - 10/10-6/11
<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Goal #5 – To continue to improve the writing skills of <i>all</i> students across <i>all</i> curriculum areas</p> <p>Measurable Objective: By June 2011, 85% of the students in grades 6 – 8 will improve their writing skills across content areas measured by the school’s writing rubric which was developed by the inquiry team in alignment with the common core standards.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> Teachers will continue to conduct a comprehensive review and analysis of student achievement data (NYS tests with written/extended response) disaggregated by grade, major student sub-groups (ELLs, Special Education, Blacks, and Hispanics, who did not achieve at least ½ of a proficiency level in ELA or Mathematics – Responsible Staff: Assistant Principals AIS Coordinator, Literacy Coach, Grade Team Teachers and for all staff ongoing 9/10-6/11 <p>Indicators of Progress and / or Accomplishment:</p> <ul style="list-style-type: none"> Teachers will continue to use quantitative and qualitative data to evaluate the effectiveness of the delivery of the integration of writing in all subject areas – Each student at the end of the year will have a portfolio of writing in all subject areas Improved test scores on NYS Mathematics Exam Spring 2011 Report card growth three times yearly in elementary school and in middle school – Elementary School and Middle School – Nov.2010, March 2011, June 2011 Portfolio assessments, Exit Projects, Investigations, electronic portfolios – ongoing 9/10-6/11 Literacy Coach, Grade Team Teachers for all staff ongoing 9/10-6/11 Teachers will continue to align instruction with common core standards that reflect the continuity of instruction – Responsible Staff: Assistant Principals, AIS Coordinator, Literacy Coach, Grade Team Teachers for all staff ongoing 9/10-6/11 Improvement on School Progress Report, Report Card and Quality Review- '10-'11. Teachers will continue to increase the use of technology to plan and to publish writing By June 2011, the number of ELL students in mathematics will increase from 33.3% at 75th growth percentile to 40% at 75th growth percentile or higher. This will be a 6.7% increase. Responsible Staff: Assistant Principals, Digital Media Specialist, lead teachers – for all staff ongoing -9/10-6/11. Teachers will continue to collaborate with their students to create and use rubrics- Responsible Staff: Assistant Principals, Literacy coach, AUSSIE, and Grade Team Teachers ongoing -9/10-6/11. <p>SECTION VI. ACTION PLAN</p> <ul style="list-style-type: none"> Teachers will continue to analyze the effectiveness of curriculum and instruction and identify significant findings i.e. greater emphasis on incorporating extended responses into all subject area writing- Responsible Staff: Assistant Principals, Literacy Coach, and grade team teachers – for all staff- ongoing -9/10-6/11 <p>as a tool to support effective implementation and to evaluate progress toward meeting goals. Use to indicate key strategies and activities to be implemented for the 2009-2010 school year to support curriculum. I.e. writing about pieces of artwork, noting main idea, details, inference of artist’s purpose, writing plays and dramatizing, listening to music and writing about</p>

	<p>feelings, interpretation, inferences about composer’s feelings) Responsible Staff: Assistant Principals, Literacy coach, art and music teachers, and grade team teachers - for all staff <i>ongoing -9/10-6/11</i>.</p> <ul style="list-style-type: none"> • Professional Development by: Literacy Coach, AIS Coordinator, grade team teachers, Digital Media Specialist will continue to support instruction in writing-monthly, weekly, <i>ongoing -9/10-6/11</i>. <ul style="list-style-type: none"> ○ Scheduling grade / subject area specific workshops emphasizing the integration of writing across all curriculum areas as well as for exit projects, high school applications- Responsible Staff: Assistant Principals, Literacy Coach, and grade team teachers. - for all staff- <i>ongoing -9/10-6/11</i>. ○ Scheduling grade / subject area specific workshops to emphasize the integration of expressive writing (learning logs, problem analysis- not graded for grammar or mechanics) -Responsible Staff: Literacy coach, and grade team teachers - for all staff- <i>ongoing -9/10-6/11</i>. ○ Scheduling grade / subject area specific workshops to emphasize the integration of product writing essays, test question responses, reports (including evaluation of project writing using tools such as rubrics) – Responsible Staff: Literacy Coaches, and grade team teachers - for all staff- <i>ongoing -9/10-6/11</i>. ○ Scheduling grade / subject area workshops to demonstrate the use of the same system for assessing writing in subject area classes as in ELA classes (i.e. mechanics, grammar) – Responsible Staff: Literacy coach and grade team teachers - for all staff- <i>ongoing -9/10-6/11</i>. ○ Scheduling technology workshops to empower teachers to use word processing programs with their students- Responsible Staff: Digital Media Specialist- for all teachers- <i>ongoing -9/10-6/11</i>. ○ Scheduling grade meetings to plan collaboratively for implementing school wide themes and the writing process- Responsible Staff: Literacy Coach, grade team teachers- (differentiated professional development for new teachers)- all teachers- <i>ongoing -9/10-6/11</i>.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</p>	<p>Implications for Budget (sources) - Tax Levy, Title I, C4E, 21st Century Budget Codes: 130, 199, 3001, 3004, 3009, 0689, 2531, 2461</p>

Include reference to the use of Contracts for Excellence (C4E) allocations where applicable.

Staffing/Training/Schedule:

- Support by the school-based Professional Development Team -Principal, Assistant Principals, Literacy Coach, Academic Intervention Services Coordinator (AIS), grade team teachers, Inquiry Team members, AIS providers, Digital Media Specialist, will continue for all staff- *ongoing -9/10-6/11*.
- The Inquiry Team (responsible staff) will continue to examine performance problems of small populations of students in the school. Their goal is to test instructional “change strategies” that will help to close the achievement gap for these low performing students. They will continue to articulate with all staff and lead teachers (responsible staff) and provide differentiated professional development and modeling for new teachers and those who need additional support- as directed by the Principal- *ongoing -10/10-6/11*.

Indicators of Interim Progress and/or Accomplishment

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

- Improvement of scores on NYS ELA exam and NYS Mathematics exam in Spring 2011 will reflect the improvement of students' writing skills in all areas of the curriculum (extended responses on ELA and Mathematics exams) There should be fewer students achieving Levels 1 and 2 and an increase in the number of students achieving Levels 3 and 4 (in grades 3-8).
- Growth shown on report cards will continue to reflect increased skills in writing across all areas of the curriculum- Elementary School and Middle School - three times yearly (Nov.2010, March 2011, June 2011)
- Improvement will continue in the quality of work included in portfolio assessments, projects, investigations, electronic portfolios- *ongoing -9/10-6/11*.
- Improvement will continue to be reflected on School Progress Report, School Report Card, Quality Review - *ongoing -9/10-6/11*.
- Continued improvement of scores on written responses on the NYS Science exams for grade 4 and 8 students in June 2011.
- There should be fewer holdovers and a reduction in the number of mandated students who must attend Summer School in July and August 2011.
- By June 2011, 85% of the students in grades 6 – 8 will improve their writing skills across content areas measured by the school's writing rubric which was developed by the inquiry team in alignment with the common core standards.
- Each student at the end of the 3 Acuity tests will gain a total of 24 points or 1 tier.

SECTION VI: ACTION PLAN

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	0	0	N/A	N/A	2	0	0	0
1	8	0	N/A	N/A	6	0	0	0
2	11	0	N/A	N/A	4	0	0	2
3	9	1	N/A	N/A	2	0	0	1
4	12	4	0	0	5	0	0	3
5	7	5	0	0	1	0	0	1
6	12	3	0	0	1	0	0	1
7	17	4	0	0	10	0	0	1
8	5	6	0	0	15	0	0	1
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:	Grade K-5- small group pullout program- during the school day. Strategies/ Type of Program: Fountas and Pinnell leveled readers, Comprehension Matters (Options), Wilson Reading System, Reading Advantage (Great Source), Great Leaps, Gear Up (Wright Group), First hand- The Comprehension Tool Kit and Wild Cats. Success Maker (Pearson Digital Media) and Triumphs. Grade 6-8- small group pullout program- during the school day. Strategies/Type of Program: Comprehension Matters Title III- after school program and Saturday for Ells- Strategies/Type of Program: Treasurechest Grades 3-8- Saturday School- small group (Nov.-Jan.) Strategies/Type of Program: Small group NYS ELA Curriculum Associates, Mastering N.Y. grade—ELA Standards ASPIRA- small groups- Strategies/Type of Program: tutoring, OST, Binet Inc.
Mathematics:	Grades 4-8- small group instruction during the school day. Strategies/ Type of Program: Success Maker (Pearson Digital Media), “America’s Choice Math Navigator” Saturday School- small groups- Strategies/Type of Program: Momentum Math (Jan.-Mar.) ASPIRA-small groups- After School-5 days per week,
Science:	AHA Science Digital Learning
At-risk Services Provided by the Guidance Counselor:	Grade K-8 students- during the school day. 1:1, small group and push in. Strategies/ Type of Program: Second Step, Peace Works, Free Spirit Books (to deal with social and emotional issues)
At-risk Services Provided by the School Psychologist:	During the school day- 1:1 and collaborative with teacher and student. Strategies/Type of Program: Functional Behavioral Assessment
At-risk Services Provided by the Social Worker:	During the school day- 3 days per week. 1:1
At-risk Health-related Services:	School Nurse- 5 days a week 1:1

provider and qualifications.

PS/MS31, Bronx, The William Lloyd Garrison School, has 667 students. Of the 667 students, 83 are English Language Learners. (ELLs) The ELL population includes 35 Newcomer ELLs receiving service 0-3 years, 35 ELL's receiving 4-6 years, 28 Special Education students and 12 Long Term ELLs who have completed six years. There is one SIFE student in our program.

PS/MS 31's Title III program will continue to provide services for ELLs in grades K-8. The instruction will be provided by two teachers who hold bilingual certification.

Instructional Methodology will include:

- Direct teaching
- Group work
- One to one individual differentiated instruction
- Differentiated language objectives aligned with level of English language proficiency.

The teachers will continue to group students by grade and English language proficiency based on LAB-R/NYSESLAT levels. Students will continue to receive small group instruction in ESL during day school (A.I.S.), After School-Title III Supplemental ESL Program and Saturday Academy for ESL.

Last year's NYSESLAT scores reflect a need for small group instruction in the modality of writing. For ELLs reaching proficiency on NYSESLAT, Treasure Chest, Success Maker Writer's Studio and Triumphs is used with a focus on writing.

In our on-going goal to remove obstacles that impede our ELL students from moving to the Proficiency level, Success Maker (Pearson Digital Learning) will continue to be used. PS/MS 31 selected this research-based computer program to enhance the support given to the ELL population. The ESL program is aligned to school goals as well as NYC/NYS standards, and addresses increasing skills in reading and writing. After an initial program assessment, students work at their own pace as they increase vocabulary, reading comprehension and writing skills. Authentic literature and non-fiction reading selections are presented with follow-up reading activities such as: problem solving, literal and higher level thinking questions, journal writing and cognitive vocabulary.

It is the goal of the school's ESL and Title III Program that through the use of Success Maker Writer's Studio, the ELL population will show a growth of one or more levels as reflected on NYSESLAT and NYS ELA exams.

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.

During the school year, the ESL teaching and support staff will continue to assess student progress and professional development will be provided as needed. Professional development for the Title III After School teachers will be scheduled prior to the introduction of the program as well as during the school year.

Section III. Title III Budget

School: P.S./M.S.31,X

BEDS Code: 320700010031

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	\$9,180.00	Teachers' salaries-2 teachers per session- 11/10-5/11 (360 hours X \$41.98)
Purchased services - High quality staff and curriculum development contracts.		
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	\$4,584.00	
Educational Software (Object Code 199)		
Travel		
Other (Parent Activities)	\$1516.00	Pay CBOs (i.e. technology, ESL)
TOTAL	\$15,280.00	

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.
 - Home Language Surveys (completed within 30 days of a student's enrollment)
 - Initial visits to school (Parent Coordinator, Family Workers, Assistant Principals) assist in the identification of written translation and oral translation needs.
 - Interpreters and document translations are provided to parents based upon need/ request.

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.
 - Since 69.8% of the students are Hispanic or Latino, there is a need to translate all written communications sent home to parents into Spanish.
 - The school's written and oral interpretation needs (English-Spanish) are shared with parents and community through translated newsletters in parents' native language.

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.
 - Translation services are provided in-house by school staff.
 - Timely provision of translated documents to parents is ensured through the services of the school's staff-teachers, Family Workers.

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 translation services are provided by teachers and other staff as needed and upon parent request.
 - Oral translation services are provided at Parent Teacher Conferences, class meetings, SBST Meetings, and meetings with Family Workers , ESL teachers, AIS providers, Family Worker and the school staff-teachers.

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>.
 - Parents will be provided translation services as per Bill of Parent Rights and Responsibilities.
 - Within 30 days of a student’s enrollment, parents will complete the Home Survey upon which time the primary parent language will be noted.
 - Translation services by in-house staff will be available at group/one-to-one meetings, as well as by telephone.

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:	\$854,476	\$142,965	\$997,441
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$8,545		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$42,723	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$85,447	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 85.5%
6. If the percentage of high quality teachers during 2009-2010 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.
 - Recruit candidates from alternative preparation programs
 - Recruit aggressively candidates from teacher-preparation programs
 - Establish school-university partnerships
 - Offering support to beginning teachers and intensive professional development
 - Recruit from and training in the community (former students)
 - Build a community between new and veteran teachers

* 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.

PS/MS 31 agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation of parents of participating children.
 - Monthly PTA meetings, Parent Coordinator meetings include:
 - several workshops as per parental requests at meetings
 - several workshops as per parental consultations
 - several workshops on present school issues-Ex:
 - HIV Workshops- Grade K-8- run by Certified HIV Counselor
 - use of internet technology
 - immigration issues- CBO like SOBRO; Hostos College
 - literacy Workshops- facilitated by the Literacy Coach

- mathematics Workshop- facilitated by Mathematics Consultants/ A.U.S.S.I.E.
 - internet Website referral as per parent requests- i.e. family issues, health, immigration, applications on line, education, English acquisition
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes as a component a school-parent compact consistent with section 1118(d) of the ESEA.
 - PTA votes for a Title 1 Rep during the first general meeting. PTA and Title 1 Rep provide receipts for materials purchased only with approval of PTA at general meeting.
 - Individual teachers initiate a school-parent compact. Parent Coordinator supplements this compact by distributing The Discipline Code and copies of pertinent NYCDOE policies.
- The school will incorporate this parental involvement policy into its school improvement plan.
 - Information will be accumulated by using the present Comprehensive Education Plan, School Leadership Team's minutes, PTA meetings' minutes, Parent Coordinator meetings' minutes, classroom teacher meetings' minutes, information from networking sessions of parents with school staff and other parents and mandated Title I and NYC DOE policies which have been reviewed. The information was reviewed and placed in the school improvement plan.
- The school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports upon request, and to the extent practicable in a language understood by all:
 - providing parent questionnaires, conducting interviews in different languages and using different modalities
 - The Parent Coordinator and the PTA will provide opportunities for *all* parents to network, collaborate and present their findings
 - The Parent Coordinator and other school staff will translate *all* school flyers, letters and brochures to meet the needs of *all* parents. Parents will be referred to sites such as the New York Public Library to receive free English classes for speakers of other languages. (LEP)
 - Parents who cannot read are encouraged to use programs such as "Learn to Read." This will enable them to learn their literacy level and increase their level of literacy. Parents will utilize brochures such as "Opening the Door to Learning- Literacy Is a Family Affair." Presentations for parents will include Power Point presentations with voice over to benefit visual and bilingual learners. (Limited Literacy) Parents will be encouraged to attend free programs at places like the Mercy Center to receive instruction in E.S.L., obtaining a G.E.D., Adult Basic Education and Citizenship classes.
 - Sites for meetings will be wheel chair accessible or in settings where elevators exist.
 - Parent coordinator will coordinate travel arrangements for those who are physically disabled. Support will be encouraged from family members or friends to accompany them.
- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
 - The PTA and the Parent Coordinator consult with parents at General Meetings as to the appropriation of how the 1 % of Title I Part A funds reserved for parental involvement is spent. The Title I representative nominated and voted by parents

has the responsibility to inform parents and to oversee parental confirmation of how funds will be spent. The Title I representative and PTA confer with the District as dictated by DOE Title I.

- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition :Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring that parents play an integral role in assisting their child's learning by:
 - attending class meetings early in the year to learn about classroom curriculum and school policies
 - attending Open School Nights in the fall and spring terms to become aware of child's progress and needs
 - checking nightly and long range homework assignments
 - meeting with the Parent Coordinator (has a walk in policy-always available)
 - attending PTA Meetings to network with other parents and teachers
 - requesting a parent / teacher home contact card to assess child's daily behavior, classwork, homework, etc.
- Parents are encouraged to be actively involved in their child's education at school by:
 - monitoring their child's nightly and long range homework
 - conversing with their children about informal classroom tests and daily work
 - reviewing children's report cards with them
 - accessing on-line interim assessments and suggestions for remediation
 - attending class assemblies/author parties, etc. to celebrate children's successes
 - accessing the school's web site to share activities and work done by students in PS/MS 31
- Parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities by:
 - attending on-site retreats and parent institutes to be trained in decision-making and leadership roles in their child's school
 - attending class meetings and grade appropriate workshops to increase awareness of curriculum, standards ,etc.
 - completing surveys to assess needs of all groups or individual students and to address these needs with the Parent Coordinator and others who are responsible.
 - becoming a member of the School Leadership Team and the PTA to keep abreast of school policies, curriculum, testing etc.
- The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.
 - Through the use of technology information is accessed and disseminated.

II. Description of How School Will Implement Required Parental Involvement Policy Components

1. PS/MS 31 will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA:

- Scheduling day and evening PTA meetings to accommodate working parents
- Scheduling class meetings
- Scheduling workshops to acquaint parents with Literacy/Mathematics/ELL curriculum, standards, assessments
- Encourage parents to join the School Leadership Team and the PTA
- Encourage parental involvement by becoming a school volunteer

2. PS/MS 31 will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:

- Hold grade meetings to provide a thorough understanding of the growth and the needs of the students
- Issue bulletins for parents to make them aware of the activities of the School Leadership Team and new initiatives from the Department of Education and the school

3. PS/MS 31 will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:

- Coordination of Community Based Organizations (CBO) such as EPIC to present effective parental involvement activities to improve student academic achievement and school performance
- Provide internet classes to teach appropriate use of the web to help their children- ARIS, insideschools.org-multi-language site)
- Provide ELL classes for parents to improve their own academics.
- Assistant Principals and the Parent Coordinator will facilitate two meetings a year to inform parents of Part 154 options and multiple phone calls to confirm their child's placement.

4. PS/MS 31 will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following other programs: Head Start, Reading First, Early Reading First, Even Start, Parents As Teachers, Home Instruction Program for Preschool Youngsters, and State-operated preschool programs by:

- Scheduling a meeting with the Parent Coordinator early in the school year for parents of students in the Pre-Kindergarten.
- Reviewing with Pre-Kindergarten parents school policy and parent involvement opportunities i.e. PTA, School Leadership team
- Reviewing of curriculum, and early placement of English Language Learners
- Distributing parent booklets: Helping Your Preschool Child (No Child Left Behind) and Teaching Our Youngest- A Guide for Preschool Teachers and Child-Care and Family providers(Early Childhood-Head Start Task Force- U.S. Dept. of Education)

5. PS/MS 31 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 school quality. 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).

- Distributing parent questionnaires
- Conducting parent interviews
- Providing all flyers, letters, brochures in both English and Spanish (LEP)
- Utilize different modalities of learning and presenting for parents who need to increase their literacy. Utilize technology with Power Point presentations using graphics and voice over in the native language (Limited Literacy)
- Utilize barrier free environments for all meetings
- Coordinate travel arrangements for those who are physically /disabled
- Encourage participation of family members and friends to accompany parents in need (disabled, limited literacy, LEP)

6. PS/MS31 will build the school's and parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with parents and the community to improve student academic achievement, through the following activities:

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 these actions:

- i. the State's common core standards- The Assistant Principals articulate with the administration and teachers. She reviews the content standards and presents information at workshops and on an individual basis.
- ii. the State's student common core standards- The Assistant Principals model the use of technology to find out individual assessment data about the students in the school. She reviews students' report cards with parents and sets up additional Parent Teacher conferences with the coordinator, parent and teacher. She also contacts parents who have not picked up their child's report card and makes appointments with them to come to school to become aware of their child's academic achievement levels.
- iii. the State's and local academic assessments including alternative assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators- The Parent Coordinator schedules workshops facilitated by teachers to help parents better understand how they can help their child at home to meet the standards. She encourages parents to monitor their child's daily progress by speaking with children about their school day, and by looking at their notebooks and homework.
The Assistant Principals use technology to show parents how to access websites like ARIS to become familiar with their child's strengths and weaknesses and to find necessary remediation activities. She also familiarizes parents with the school's website and shares available information.

b. The school will provide materials and training to foster parental involvement in improving their child's academic achievement, such as literacy training and using technology, as appropriate.

- scheduling workshops using technology to motivate and foster parents' interests
- model using the internet to assist their child with daily homework and long range homework assignments

- model using technology to access their child's assessment data and to find out strategies and assignments to help their child to meet the NYS Standards
- provide ELL instruction using N.Y.C. Department of Education Office of English Language Learners' materials and kit
- Distribute and familiarize parents with the No Child Left Behind Act of 2001 by distributing the Title III Language Instruction for Limited English Proficient and Immigrant student's booklets.
- Schedule workshops to discuss the NCLB legislation and its impact on *all* children's achievement level

c. The school will educate its teachers, pupil services personnel, principal 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:

- Scheduling PTA meetings for parents, teachers and auxiliary staff to network
- Encouraging parents to join the School Leadership Team and work hand in hand with teachers and other staff members to make educational decisions
- Facilitating at professional development sessions by the Parent Coordinator to present to the entire staff about the importance of building a strong relationship with parents as partners in their child's education
- Arranging for class mothers/fathers to assist the teacher in the classroom and on field trips by the Parent Coordinator & PTA
- Inviting parents to be guest speakers/readers in their child's classroom and attend author celebrations, and assemblies

d. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities programs for Pre School youngsters by:

- Scheduling a meeting with the Parent Coordinator early in the school year for parents of students in the Pre-Kindergarten.
- Reviewing with Pre-Kindergarten parents school policy and parent involvement opportunities i.e. PTA, School Leadership Team
- Reviewing of curriculum, and early placement of English Language Learners
- Distributing parent booklets: Helping Your Preschool Child (No Child Left Behind) and Teaching Our Youngest- A Guide for Preschool Teachers and Child-Care and Family providers(Early Childhood-Head Start Task Force- U.S. Dept. of Education)
- Scheduling workshops to share school involvement opportunities for parents i.e. School Leadership Team, PTA, School Volunteer program, class parents, etc.

e. The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, are sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language that the parents can understand:

- Parent Coordinator distributes calendars, letters and bulletins to parents well in advance of scheduled workshops or events
- Parent Coordinator makes sure that all letters, bulletins, calendars are bilingual
- Parent Coordinator makes sure that all flyers, letters, etc. are easy to read and understand and contain graphics

III. Discretionary School Parental Involvement Policy Components

The School Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

- providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- training parents to enhance the involvement of other parents;
- Arranging school meetings at a variety of times, or conducting phone conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school in order to maximize parental involvement and participation in their child's education
- adopting and implementing model approaches to improving parental involvement;
- developing appropriate roles for community-based organizations and businesses, in parental involvement activities; and providing other reasonable support for parental involvement activities under section 1118 as parents may request.

IV. Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by the Comprehensive Education Plan 2010-2011. This policy was adopted by PS/MS 31 and will be in effect for the period of 9/10-6/11. The school will distribute this policy to all parents of participating Title I, Part A children in September 2010.

Part B: 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. Name of school, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the 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 that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2009-10.

Required School-Parent Compact Provisions

School Responsibilities

PS/MS 31 will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's common core standards by:
 - Familiarizing students/teachers/parents with common core standards
 - Researching the best practices for instruction in all subject areas
 - Establishing a committee of teachers/administrators/parents to review curriculum and available materials to support high level instruction and to enable students to meet the State standards
 - Providing consultants to facilitate professional development workshops/training to model best strategies and skills to help students to meet academic achievement standards
 - Budgeting of funds to support a high level environment for learning
 - Building on strengths and weaknesses of students by using results from formal and informal assessments
 - Recruiting of qualified teachers at job fairs and by careful screening and interviewing of candidates
 - Providing workshops for parents to review curriculum and teachers' professional qualifications and credentials of their child's teacher
 - Create a supportive learning environment for language acquisition by English Language Learners

2. 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:
 - Parent teacher conferences are held in the Fall and Spring terms
 - Parent teacher conferences are scheduled during the afternoon and evening to accommodate *all* parents
 - Parents review individual report cards and portfolios noting child's progress, strengths and weaknesses and learn how to support their child to meet achievement level
 - Parents discuss this compact at Parent teacher conferences, individual class meetings and upon parental request.

3. Provide parents with frequent reports on their child's progress. Specifically, the school will provide reports as follows:
 - Report cards are distributed to parents at Parent Teacher conferences in the Fall and Spring term
 - Teacher created weekly reports- distributed once a week to inform parent of child's class work, homework, behavior, etc. on a weekly basis
 - Home-Contact cards-issued by the school to inform parents of weekly progress in areas of weakness (academic, behavioral)
 - On-line reports of each child's achievement in literacy and mathematics in the Interim Assessments can be downloaded and shared with parents- ARIS. Parents have the ability to discuss strengths and weaknesses revealed and are provided with online activities to provide remediation.

- Upon the request of a parent, the Parent Coordinator sets up meetings with the parent and teacher to discuss individual achievement and concerns.
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:
 - The Parent Coordinator initially meets with the parent and determines the parent's need or concern.
 - The Parent Coordinator sets up a meeting with the parent and the teacher at a convenient time for both
 - The teacher and the parent can articulate during the teacher's lunch time, on his/her preparation period or before or after school hours
 - Meetings are often held in the Parent Coordinator's office.
 5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities as follows:
 - The Parent Coordinator encourages parents to become school volunteers at a Parent Coordinator's meeting early in the school year.
 - Flyers (bilingual) are sent home with students at the beginning of the school year to encourage parent participation
 - Parents receive training from an approved Community Based Organization for parent volunteers such as Learning Leaders.
 - Parents receive training from the Parent Coordinator as to the policies of the school and the policies of the Department of Education.
 - The Parent Coordinator provides time sheets for the volunteers.
 - The Parent Coordinator introduces the parent volunteers to the staff and their responsibilities.
 - Classroom teachers communicate with parents to encourage them to accompany the class on trips, attend celebrations, grade assemblies, and assist with small group activities.
 - The Parent Coordinator in conjunction with the Assistant Principals can arrange visitation to a child's classroom to observe classroom activities, classroom environment and to assess student's progress.
 6. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way by:
 - The Parent Coordinator coordinates organized, timely (monthly) PTA meetings, School Leadership Team meetings and Parent Coordinator meetings/workshops to plan, review and update the Parental Involvement Policy
 - New concerns are addressed i.e. cell phone policy, school attire/uniforms, HIV instruction for parents/students.
 7. Involve parents in the joint development of any Schoolwide Program plan (for SWP schools), in an organized, ongoing, and timely way.
 - Parents on the School Leadership Team review the Comprehensive Education Plan (CEP).
 - Parents meet with the Parent Coordinator at workshops where individual copies of the CEP are distributed to discuss school needs, school programs, curriculum by grade and achievement data, etc.
 - Parent Coordinator establishes an "open door" policy with parents and is available to discuss the School wide Program with them.
 8. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs.

- Annual PTA meetings are held to fully explain the Title I programs, requirements, etc.
 - The PTA has an internal meeting to discuss Title I programs
 - PTA Executive Board schedules a general PTA Meeting to share information and to elect a PTA Rep. as mandated. The General PTA meetings are scheduled in the morning and evening to accommodate *all* parents.
 - The PTA and the Parent Coordinator provide calendars / flyers / reminders (school wide / bilingual) to give appropriate advance notice of meetings.
9. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand:
- Parents are provided with information that is easy to read, and in culturally appropriate language. All flyers / letters etc. are always bilingual.
 - Graphics are used to convey meaning
 - Upon request parents can arrange 1:1 meetings with the Parent Coordinator to clarify information
 - The Parent Coordinator uses email, and phone calls to disseminate information.
 - The Parent Coordinates issues bulletins (bilingual) to summarize activities at past meetings and includes agendas for forthcoming meetings
10. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet:
- Class meetings are held by individual teachers early in the school year to provide information about the curriculum, assessments and expected proficiency levels.
 - Workshops are facilitated by teachers / consultants / Parent Coordinator to inform parents of curriculum, forms of assessments and expected academic achievement levels.
 - The Parent Coordinator utilizes technology- Power Point to model how parents can assess interim achievement reports and other data and to find methods to support their children's achievement level.
 - Grade supervisors, the Literacy and Math coaches co-facilitate workshops so that parents can better understand assessment levels and expectations for *all* students.
11. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible:
- The Parent Coordinator facilitates monthly meetings and asks for suggested topics / times / places for future meetings to meet the needs and concerns of *all* parents.
12. Provides to each parent an individual student report about the performance of their child on the State assessment in at least Mathematic, English Language Arts.
- The Parent Coordinator uses the individual student's report card and interim reports generated from the computer to provide information about the student's performance on State assessments.

- The Parent Coordinator assists parents in understanding the level that the child is attaining in English Language Arts and Mathematics and the progress that is needed to reach proficiency.

13. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

- The administration strives to hire the most qualified teachers and substitute teachers to provide a rigorous learning environment
- We are aware that section 200.56 of the Title I provisions state that parents must receive timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified.

Parent Responsibilities

We, as parents, will support our children's learning in the following ways: Describe the ways in which parents will support their children's learning, such as:

- Monitoring attendance.
 - Keeping accurate records of absences at home, calling the school's attendance coordinator if they are called by the automated attendance system about a child's absence, visiting the school to articulate with the school's attendance coordinator who has an "open door policy", articulating with the Parent Coordinator
- Making sure that homework is completed.
 - Asking children nightly about their nightly or long range assignments, contacting the school if homework assignments are questionable, requesting a school issued home contact card to be brought home nightly noting any homework concerns.
- Monitoring amount of television their children watch.
 - Limiting amount of television to educational programs
 - Limiting the amount of nightly use of the internet
 - Speaking with the Parent Coordinator to become aware of parental controls available for internet use.
- Volunteering in my child's classroom.
 - Parents are encouraged by the Parent Coordinator to share their skills and expertise with their child's class, accompany their child's class on field trips, and to assist the teacher with class celebrations i.e. multi-cultural celebrations, author sharing.
- Participating, as appropriate, in decisions relating to my children's education.
 - Parents are encouraged to attend meetings to learn about opportunities for English Language Learners being assigned to a Bilingual class or receiving ESL instruction.
 - Parents attend meetings facilitated by guest speakers to learn about specialized programs like Prep for Prep and A Better Chance.
- Promoting positive use of my child's extracurricular time:
 - The Parent Coordinator can assist parents to plan cultural trips on vacation days, after school, holidays and provide them with a NYC Guide for Parents.

- The Parent Coordinator can also familiarize parents with programs available through the N.Y .Public Library and the Fresh Air Fund.
- The Parent Coordinator has established a lending library of books and tapes so parents can provide role models for their children.
- 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:
 - The Parent Coordinator encourages parents to log on to the PS/MS 31 website to become familiar with the school’s policies. Parents can provide a *special* folder for their child to keep notices, letters and flyers which parents check nightly.
- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school’s School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State’s Committee of Practitioners, the School Support Team or other school advisory or policy groups:

The Parent Coordinator encourages parents to become members of the PTA, School Leadership Team, and to attend meetings of the Community Education Council (CEC) to become involved in school policies.

Optional Additional Provisions

Student Responsibilities (revise as appropriate to grade level)

We, as students, will share the responsibility to improve our academic achievement and achieve the State’s high standards. Specifically, we will:

- Do my homework every day and ask for help when I need to.
 - Check my assignment book/pad and check off assignments completed
 - Use a calendar or monthly planner to list long range assignments
 - Ask parent for assistance if necessary i.e. providing materials, accompanying student to public library
 - Ask parent to communicate with teacher if I need assistance completing my work
 - Doing nightly assignments will prepare me for the next day’s work and for assessments during the school year
- Read at least 30 minutes every day outside of school time.
 - Read to increase vocabulary and comprehension
 - Read to a younger sibling to stimulate an appreciation of literature
 - Read to a family member to increase fluency and stamina
- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.]
 - Keep a special folder or place in my loose-leaf to place any letters, brochures, papers for my parent. Make sure that this folder is emptied each night.

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. A comprehensive needs assessment of the entire school was conducted based on information on the performance of our students in relation to the State Academic Content and Student Academic Achievement Standards. (see pages 11-18,)
2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - Help provide an enriched and accelerated curriculum.
 - Meet the educational needs of historically underserved populations.
 - Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
 - Are consistent with and are designed to implement State and local improvement, if any.
3. Instruction by highly qualified staff, trained by the Literacy Coaches and PD's given by Reps from programs used for Saturday School and/or Summer School.
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.
5. Strategies to attract high-quality highly qualified teachers to high-need schools.
 - Recruiting candidates from alternative preparation programs
 - Recruiting aggressively candidates from teacher-preparation programs
 - Establishing school-university partnerships
 - Offering support to beginning teachers and intensive professional development

- Recruiting from and training in the community (former students)
- Building a community between new and veteran teachers

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

- Convene an annual meeting to inform parents of parent involvement policy, sharing responsibility for high student performance, building the capacity of school staff and parents for involvement and increasing accessibility for participation of parents with limited English proficiency or with disabilities. (i.e. monitoring attendance, homework completion,)
- Offer a flexible number of meetings such as morning and evening
- Offer opportunities for regular meetings to formulate suggestions, share experiences with other parents, and participate appropriately in decisions relating to the education of their children
- Provide materials and training such as needed in literacy
- Develop appropriate roles for community-based organizations
- Establish parent resource centers (books, materials) for parents to learn about child development and child rearing
- Communicate in the language parents can understand
- Arrange for teachers and other educators to conduct workshops (grade specific, subject area specific)
- Offer /arrange for ESL classes and GED (General Education Diploma) preparation classes for parents
- Offer/arrange for technology classes
- Making available staff proficient in multiple languages to translate any materials that are disseminated to parents or the school community, (i.e.newsletters) and to serve as interpreters at school functions
- Implement on-site retreats and parent institutes for planning and team building
- Schedule class meetings / grade appropriate workshops to distribute parent surveys to assess individual needs
- Prepare a parent newsletter to inform parents of important events and to encourage participation
- Arrange for parents and teachers to attend Regional workshops, on-site retreats, parent institutes and share fares after school or on Saturdays

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.

Plans include the following:

- Scheduling of transition meetings including all supportive school staff, Administrators, Teachers, Social Services staff, Family Service workers, Health/Nutrition staff and Parent Coordinator
- Health screening information, education,
- Class meeting and visitation to present Early Childhood programs
- Provide parents with a description of the school's developmentally appropriate curriculum and teaching practices,
- Schedule parent meetings to establish links, before the first day of school, to ensure that family members become active and lifelong participants throughout the child's school transitions,
- Schedule Open Houses to welcome parents and children and to familiarize children and parents with the new program,

- Distribute flyers and brochures about the program,
 - Invite children and parents to school wide activities and special assemblies,
 - Reach out and link with families and pre schools in order to establish relationships and engage in two-way communication about how to establish effective transition practices,
 - Provide ongoing professional development programs which can complement pre-service training to facilitate kindergarten transition by working with the current teachers to improve transition procedures
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.
- Scheduling grade team meetings with teachers and supervisors to collaborate, plan and articulate
 - Providing technology training to access scores / interim test results
 - Conducting workshops to analyze scores
 - Providing a diagnosis to provide individualized instruction
 - Distributing teacher surveys to analyze state tests and share teacher input with supervisors
 - Scheduling workshops for teachers to facilitate the analysis of test data and comparison of test scores
 - Providing consultants to facilitate conferences to support teachers and students.
 - Ensuring training that includes an understanding of the importance of assessment, awareness of the change process and different types of decisions that will have to be made
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. Utilize a variety of strategies on an ongoing basis to assess and to evaluate (formal and informal)
- Redirect instruction to address diagnosed needs while building on strengths
 - Provide an environment that is rich with books for reading and sharing
 - Utilize working one to one with the student or in small groups to assess and to support needs
 - Meet with grade team members, grade advisors, administration to collaborate to analyze assessments and to refine instructional planning to make sure that needs are met
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.

The Federal, State, and Local programs for which PS/MS 31 receives allocations are as follows: Tax Levy, Title I, Title III, and Universal Pre-Kindergarten. Funding is provided to ensure that all children have a fair and equal opportunity to obtain high quality education and reach minimal proficiency on New York State assessments.

- Tax Levy funds provide for Academic Intervention Services (AIS) teachers to provide for meeting the educational needs of historically underserved populations particularly the needs of low achieving children and those at risk of not meeting State student academic achievement standards
- Title I funds provide for Professional Development-per session and Extended Day programs to increase the amount and quality of learning time
- Universal Pre Kindergarten funds provide for an all day Pre Kindergarten program to provide a strong learning foundation as well provides strategies that assist preschool children in the transition from Early Childhood programs. Links are established to ensure that family members become active and lifelong participants throughout the child's school transition.

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

Explanation/Background:

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

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

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

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

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

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

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

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are “Conceptually” ¹ Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** 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.

Title I, Part A (Basic)	Federal	(✓)			\$924,604.00	(✓)	
Title I, Part A (ARRA)	Federal	(✓)			\$ 28,544.00	(✓)	
Title II, Part A	Federal	(✓)			\$ 41,000.00	(✓)	
Title III, Part A	Federal			(✓)			
Title IV	Federal			(✓)			
IDEA	Federal			(✓)			
Tax Levy	Local	(✓)			\$3,005,045.00	(✓)	

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

Please note that this school is not a Targeted Assistance School.

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

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;

7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING

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

NCLB/SED Status: SINI Basic for Special Education **SURR³ Phase/Group (If applicable):** _____

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

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

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

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
 - Teachers participated in a CTT Network initiative to support ICT classrooms.
 - Special Ed teachers participated in school based PD during after school, Saturdays and common planning.
 - PD for digital learning programs; Successmaker and Renzulli.
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.

School Under Registration Review (SURR)

- A Literacy coach, one AUSSIE instructor and two Assistant Principals provide support using the Six Standards from The Santa Cruz Model. (Engages students in Learning, Effective Environment, Organizes Subject Matter, Plans Instruction, Assesses Learning, and Developing as a Professional) Lead teachers on each grade level provide additional support through scheduled inter-visitations and modeling.
 - Afterschool and Saturday sessions for review of data and data analysis facilitated by the Literacy Coaches and Special Ed teachers participated.
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.
- Letters (bilingual) were sent out to all parents and guardians describing the eligibility process for determining a school identified as in need of improvement. Several orientation meetings were provided for parents to become familiar with the SES providers. All information was translated into the native languages.
 - Telephone calls made by Parent Coordinator to reach out to parents to have them sign up to an SES provider.

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

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

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

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)
 - Currently there are 7 students in temporary housing attending PS/MS 31.
2. Please describe the services you are planning to provide to the STH population.
The following services are provided to these students:
 - Free lunch
 - Busing
 - Supplemental Services (AIS) for Core subjects
 - Extended Day Program
 - Saturday School Program
 - Counseling

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./M.S. 031 The William Lloyd Garrison					
District:	7	DBN:	07X031	School		320700010031

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	35	36	36		91.3	91.3	91.0
Kindergarten	66	60	47				
Grade 1	70	79	66	Student Stability - % of Enrollment:			
Grade 2	95	56	67	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	64	85	54		92.7	90.0	93.4
Grade 4	79	66	93				
Grade 5	69	77	63	Poverty Rate - % of Enrollment:			
Grade 6	80	79	87	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	97	81	72		81.5	95.3	98.1
Grade 8	118	98	77				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		12	66	56
Grade 12	0	0	0				
Ungraded	2	4	4	Recent Immigrants - Total Number:			
Total	775	721	666	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					4	4	5

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	59	50	42	Principal Suspensions	27	102	42
# in Collaborative Team Teaching (CTT) Classes	38	35	36	Superintendent Suspensions	17	37	27
Number all others	48	44	53				

These students are included in the enrollment information above.

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

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	22	21	TBD	Number of Teachers	71	71	72
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	12	14	9
# receiving ESL services only	72	68	TBD				
# ELLs with IEPs	4	21	TBD	Number of Educational Paraprofessionals	2	4	8

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

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	2	4	24	% fully licensed & permanently assigned to this school	100.0	100.0	98.4
				% more than 2 years teaching in this school	47.9	54.9	75.0
				% more than 5 years teaching anywhere	45.1	52.1	65.3
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	73.0	73.0	87.5
American Indian or Alaska Native	0.1	0.1	0.3	% core classes taught by "highly qualified" teachers	98.5	85.5	92.4
Black or African American	27.7	25.9	24.8				
Hispanic or Latino	65.8	68.0	70.1				
Asian or Native Hawaiian/Other Pacific	3.6	3.1	3.3				
White	1.2	1.2	1.4				
Male	48.3	49.7	50.8				
Female	51.7	50.3	49.2				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

Individual Subject/Area AYP Outcomes:

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

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

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10				
Overall Letter Grade:	C	Overall Evaluation:			NR	
Overall Score:	37.6	Quality Statement Scores:				
Category Scores:		Quality Statement 1: Gather Data				
School Environment:	6.1	Quality Statement 2: Plan and Set Goals				
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals				
School Performance:	6	Quality Statement 4: Align Capacity Building to Goals				
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise				
Student Progress:	24					
<i>(Comprises 60% of the</i>						
Additional Credit:	1.5					

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	District 07	School Number 031	School Name Wm. Lloyd Garrison
Principal Liza Diaz		Assistant Principal Jayne Hunnewell	
Coach		Coach Elizabeth Pascale-Kent	
Teacher/Subject Area		Guidance Counselor Steven Birkeland	
Teacher/Subject Area Stacy Ramos		Parent Marcia James	
Teacher/Subject Area Ivonne Padilla		Parent Coordinator Persida Rosa	
Related Service Provider Zobeida Lora		Other	
Network Leader Alice Brown		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	3	Number of Certified NLA/Foreign Language Teachers	0
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	666	Total Number of ELLs	91	ELLs as Share of Total Student Population (%)	13.66%
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Part II: ELL Identification Process

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

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

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

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

1. Upon enrollment, the Pupil Personnel Secretary notifies the Assistant Principal or Bilingual coordinator. The Bilingual Coordinator or the ESL teacher meets with the parent to make an initial determination. This process is formalized through a Home Language Identification Survey (HLIS). In some cases the Bilingual Coordinator or certified ESL teacher conducts an informal interview in the native language. If the parent speaks a language other than Spanish, translation services are provided if necessary.

Once the HLIS is completed and it is determined that a language other than English is spoken in a child's home, the certified ESL teacher administers a Language Assessment Battery-Revised (LAB-R) within ten days of enrollment. Students that score below proficiency on the LAB-R become eligible for state mandated services for ELLS.

Students who speak Spanish at home and score below proficiency on the LAB-R are administered a Spanish LAB to determine language dominance.

ELLs are evaluated annually using the New York State English as a Second Language Achievement. This test is administered to every ELL student in the spring. Coordination of the test is handled by the Bilingual Coordinator, Testing Coordinator and ESL teacher. Tests are administered by the Bilingual Coordinator along with the ESL and Bilingual teacher.

2. Once the LAB-R is conducted, the parent is notified of their child's eligibility for ELL services. If the child is eligible for services they are notified within ten days of enrollment as to which programs are available at the school. If a student is eligible the parent receives an Entitlement Letter, Parent Survey and Program Selection Form, and Placement Letter. The parent meets with the Bilingual Coordinator and Parent Coordinator to discuss the two options available at the school, ESL and TBE. Translated materials, DVD's, brochures and letters are available in the parent's native language. Translation services are also offered by the Translation and Interpretation Unit if necessary. An informational and question-and-answer session is held during the third week of school in the form of a group orientation. This orientation is conducted by the Assistant Principal/Bilingual Coordinator, ESL teacher and Parent Coordinator. Should a new admit arrive after this orientation is held, the Bilingual Coordinator conducts individual meetings with parents to provide them with information regarding program options.

3. The school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned before students are placed into a program. Letters are sent home with the student and another copy is mailed to the home. If the child does not return the form, parent outreach is made by the Bilingual Coordinator and Parent Coordinator. For those parents that do not attend the orientation, individual meetings are coordinated with parent and ESL coordinator. In the event a parent can not attend a meeting, phone conferences are held between Parent Coordinator, parent and ESL coordinator.

4. All consultation and communication activities with parents are conducted in the parents native language. The Bilingual Coordinator utilizes the parent related documents in the ELL Parent Information Case. Parents' choice, coupled with program availability, determines program placement for ELLs. Individual meetings and the group orientation provide the parent with information about parent choices.

5. The following is the trend in program choices that parents have requested:

- According to the Parent Survey and Program Selection forms, most parents prefer the ESL pull-out program.

Year	# of ESL Students	# of Students in TBE
2008-2009	71	27
2009-2010	65	23
2010-2011	92	15

Of the 10 new ELL students recently admitted to the school, 8 parents requested monolingual classes with ESL services. Most parents are selecting monolingual with ESL services rather than TBE.

6. Programs offered by the school are aligned with parent request. After the parent orientation, parents can move their child into a bilingual class, or opt out of bilingual instruction in favor of ESL services and a monolingual class. Should a parent request a TBE and we do not offer that class, they have the option to find a school that offers the TBE at that grade level. Fewer parents are selecting TBE and therefore we are offering fewer TBE classes. This year we have not received any requests for transfer based on this option. Therefore,

there is an alignment between parent choice and parent offerings. As an increasing number of parents are selecting ESL services rather than TBE, we are working with current Bilingual certified teachers to become certified in ESL. Due to the decreasing number of parents requesting TBE, we have a greater demand for ESL certified teachers and the services they provide.

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	6	9	0	0	0	0	0	0	0	0	15
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
Push-In	5	7	3	2	11	14	21	9	4	0	0	0	0	76
Total	5	7	3	8	20	14	21	9	4	0	0	0	0	91

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	91	Newcomers (ELLs receiving service 0-3 years)	33	Special Education	26
SIFE	5	ELLs receiving service 4-6 years	34	Long-Term (completed 6 years)	24

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	7	4	0	8	0	1	0	0	0	15
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	26	1	6	26	0	12	24	0	7	76
Total	33	5	6	34	0	13	24	0	7	91

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	0	0	0	6	9	0	0	0	0	0	0	0	0	15
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0	0	0	6	9	0	15							

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

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

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

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

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	3	5	2	2	9	12	19	8	4	0	0	0	0	64
Chinese	1													1
Russian														0
Bengali					1									1
Urdu														0
Arabic	1	1												2
Haitian														0
French			1			1		1						3
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other		1			1	1	2							5
TOTAL	5	7	3	2	11	14	21	9	4	0	0	0	0	76

Part IV: ELL Programming

A. Programming and Scheduling Information

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

1 a. The following are the organizational models at PS/MS 31: push-in and pull out ESL program and a self contained Transitional Bilingual Education class.

1 b. ESL push in classes are organized by grade and class. Student are grouped by proficiency level. For most pull-out classes students are homogenous and grouped by grade and proficiency level. In some cases, groups are heterogenous and across two grade levels. The TBE class contains students across two grade levels (Third and Fourth grades) and heterogenous proficiency levels.

2. Staff is organized in order to ensure that all students receive their mandated instructional time. All students receive the mandated number of instructional minutes based on their proficiency level as detailed by CR Part 154.

a. Students in the self contained TBE class receive explicit Native Language Arts , English Language Arts, and ESL instruction from the certified TBE classroom teacher. Time allotments are based on CR Part 154 Language requirements and are determined based on student proficiency levels. This TBE class consists of 5 Advanced, 6 Intermediate and 4 Beginner level students. Therefore, the TBE teacher structures her day accordingly. All students receive 45 minutes of Native Language Arts Instruction. Additionally, they receive between 1 -3 periods of content area instruction in their native language. These students also receive 1-2 periods of ESL instruction, 1-3 periods of content area instruction in English and 45 minutes of English Language Arts instruction.

Students in the ESL program receive instruction from a certified ESL teacher. Some ESL groups are currently serviced by our former TBE teacher, who is in the process of receiving New York State ESL certification. In the absence of the certified ESL teacher the Bilingual certified teacher is available to provide services. Students are provided with the mandated unit of study based on the LAB-R and NYSESLAT scores and as determined by CR Part 154. Beginner and Intermediate level students receive 360 minutes of ESL instruction per week. Advanced level students receive 180 minutes of ESL instruction. All students are fully accommodated at the school.

In order to ensure that ESL pull out students do not miss classroom instruction and in an effort to maximize English language acquisition for ELLs, the ESL teacher and classroom teacher work closely together to deliver literacy instruction as well as tailor additional content instruction to meet the needs of ELLs. ESL teachers offer language development and support for content instruction in the native language when same language grouping is possible. Native language supports-such as using bilingual dictionaries, native language classroom libraries, technology enrichments in the native language and the buddy system are implemented within the ESL program.

3. The content areas are delivered in each program model in the following way:

- TBE class: Math, Social Studies, Science, and Native Language Arts are taught in Spanish. Materials of instruction include Milestones and On Our Way to English, Everyday Mathematics, Supplement- Into English, Multi-cultural readers (Artisan Press), Chapter books by Scholastic (Phonics-based) Phonics Booster Books by Scholastic, Read Naturally (listening materials).
- ESL students in the monolingual class receive content area instruction as well as ESL instruction in English. Materials include Success Maker, Milestones and On Our Way To English, and Treasure Chest which is directly aligned with classroom ELA instruction.

4. Differentiated instruction for ELL groups:

a. We currently have five SIFE students. These students are all at the Beginner proficiency level. One Sife student receives pull-out ESL services. In addition he participates in our afterschool and Saturday ELL programs. The school has provided a laptop to this student so that he can access all technology based intervention programs. Four SIFE students are currently in our TBE class. These students also participate in our Afterschool and Saturday Title 3, ELL programs.

b. The following is the plan for ELLs in US schools less than three years (newcomers):

Newcomer ELLs- based on LAB-R students are placed in either the TBE or ESL programs and provided with appropriate instruction.

- o Instructional Plan- Successmaker- technology based
- o Milestones- Standards-based skills and strategies, research based literacy program –Components: diagnostic and placement assessment, integrated progress monitoring
- o Phonemic Awareness, phonics, fluency, reading comprehension (Focuses on 4 modalities of NYSESLAT)
- o Day program- small group pull-out program based on NYSESLAT proficiency levels (AIS)
- o After School- Title III- Supplemental ESL program
- o Liberty Learning, Binet Inc. and NYC Learning Academy

c. The following is the plan for ELLs receiving service 4 to 6 years.:

- Small group instruction in ESL during day school- AIS - ongoing data review to monitor progress using technology, 100 book challenge and Renzulli.
- After school and Saturday school- Title III- Supplemental ESL program

d. The following is the plan for Long-Term ELLs (completed 6 years):

- Small group instruction by AIS providers in day school
- After School- Title III- Supplemental ESL program
- Saturday Academy
- Summer Remediation program

e. The following is the plan for ELL's identified as having special needs:

- Serviced as per IEP with related services, SETTS/Speech
- AIS day school program provides small group instruction
- After School- Title III- Supplemental ESL program
- ASPIRA
- Champion- provides individual home tutoring
- Saturday Academy
- Summer Remediation

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

5. Targeted intervention program for ELL's in ELA, math and other content areas:

- Based on analysis of NYSESLAT, there was a great need for small group instruction in the modality of writing.
- o Day school services focus on interventions for this target population.
- o Math- AIS- Students targeted for remediation in Math participate in Math AIS using ESL methodologies.
- o Extended morning program

6. The following is the plan for continuing transitional support (2 years) for ELL's reaching proficiency on NYSESLAT:

- Intensive ESL instruction in the Pull-Out program- Milestones is used with a focus on writing
- Classroom teachers have been given information on ESL strategies to better address the needs of the ELL population in the monolingual classrooms.

Former ELL's are permitted to have testing accommodations for up to two years after testing out on the NYSESLAT.

7. The following are the new programs or improvements will be considered for the upcoming school year:

- Use of Success Maker in September 2010 (This year the program was introduced in Feb. 2010)
- Increase the number of ELL students participating in after school programs (i.e. Liberty Learning, Binet Inc., NYC Learning Academy, OST, ASPIRA), Saturday Academy, 100 Book Challenge, Renzulli. Digital learning tools/software such as Planet Turtle designed specifically for ELL students.

8. There is no need to discontinue our programs/services for ELLs . Students are making progress with those programs in place.

9. ELLs are afforded equal access to all day school programs (i.e. AIS). After school programs include: Champion, Princeton Review and ASPIRA. Supplemental programs include Title III. Afterschool schedules are thoughtfully developed in order to ensure students can participate in all programs. Therefore, every measure is taken to avoid conflicts in schedules which would impede ELL students from being able to participate in only one program. For example, Title III program taking place on Saturday since most ELL students had already committed to Binet or Liberty Learning academic afterschool services. Every effort is made to ensure that parents receive afterschool information in their native language. Posters around the building advertising services available reflect multiple languages.

Afterschool services include ASPIRA, and OST. These programs are CBO's that provide a combination of academic support, homework assistance and sports and arts activities. These programs are three hours in length, five days a week. Supplemental Education Services programs include Liberty Learning Lab, Binet Inc., and New York City Learning Academy. ELL students are offered 50 hours of these small SES services. In addition, a four hour Title III program is held on Saturdays. Beginning in March, the program will also be available on two days during the week.

10. The following instructional materials, including technology are used to support ELLs:

- Success Maker
- Everyday Mathematics- textbooks, workbooks, assessments, manipulatives
- FOSS kits are used in Science
- Milestones/Treasure Chest for ELA
- On Our Way to English
- Writing units of study
- Glossaries/Dictionaries

11. Native language support is delivered in the following ways:

- TBE- Guided Reading, Leveled readers, On Our Way To English, Mc Graw Hill Treasures
- ESL- Success Maker- reading and writing through technology, Mc Graw Hill Treasure Chest and Milestones.

12. Services are provided based on students' age, grade level, and proficiency levels in NLA and ESL.

13. During Kindergarten Pre-Registration, parents are surveyed in order to determine possible ELL status. During the summer, material is mailed out to the parents in reference to their options for the upcoming school year.

14. Language electives are not offered this year.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here - N/A

D. Professional Development and Support for School Staff

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

Professional Development and Support for School Staff

1. Teachers are provided with professional support on NLA and ESL strategies in house and through outside agencies. (See Professional Development in CEP.)
 2. Professional development is provided to help all staff, including teachers, administrators, counselors, coordinators, and paraprofessionals to understand the needs of the students as they go through the transitional periods.
 3. The following is the way that the minimum 7.5 hours of ELL training for all staff is provided:
 - Teachers are provided with information and attend ESL training on different topics geared to better support the ELL population, including language methodology for teaching ELL's, academic language and vocabulary development.
- * ESL, Bilingual and classroom teachers attend numerous workshops provided by BETAC. Teachers have attended workshops pertaining to strategies for ELL's as well as workshops pertaining to the new common core standards for ELL's. Teachers have also received on site training from NYCDOE trainers in regards to the new ELL Interim Assessments (review and analysis of data). Teachers attended workshops provided by the NYCDOE Office of ELLs.

E. Parental Involvement

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

1. The following describes the parent involvement policy which includes parents of ELLs:

- A key element in the success of PS/MS 31 is the development of an educational community. Parents have a significant and long-lasting effect on their children's growth and development as leaders and learners.
- Components of PS/MS 31's parent/ community involvement include the following:
- o parent orientation meeting in the fall (to discuss newly enrolled ELLs, instructional programs, assessments)
 - o parent orientation in the spring (to discuss implications of testing, promotion policy, NYSESLAT, child's programming options).
 - o On-going workshops are scheduled by the Parent Coordinator. Ongoing workshops and guest speakers are scheduled to address topics such as: available community outreach programs (i.e. Learn To Read), obtaining a G.E.D., citizenship, adult education, parenting skills and lending library. Literacy and mathematics coaches provide hands-on workshops to strengthen parents' knowledge of skills and strategies to support their children. (Hostos, Lincoln Hospital)
 - o On-going grade appropriate workshops facilitated by the Literacy coach and lead teachers
 - o Workshops to educate all parents about city-wide standards of discipline ,and academic intervention measures
 - o Meetings to explain grade appropriate curriculum, forms of assessment used to measure children's progress and proficiency levels students are expected to meet
 - o Encourage parents to become members of the PTA and the School Leadership Team
 - o Provide outreach for all parents to increase their own level of literacy by using programs such as Learn to Read and Opening The Door to Learning-Literacy is a Family Affair

- o Use of Power Point presentations with voice-overs to benefit bilingual parents
 - o Encourage all parents to become volunteers and attend their children's class trips, celebrations, assemblies, etc.
 - o Sharing information with all parents by providing flyers, letters, and brochures in English and Spanish
 - o Creating a lending library for parents to support strategies and skills shared at workshops
2. The school partners with the following agencies or Community Based Organizations to provide workshops or services to ELL parents:
- ASPIRA, Lincoln Hospital, Hostos Community College
- The school has partnered with The We Are New York Community Leadership Project in conjunction with the Mayor's office and CUNY to help adults in the community practice English in community based conversation groups. The English Conversation Group at 31 participants are provided with valuable information about healthcare, domestic violence, education, money management, and living in New York City.
3. The school evaluates the needs of parents by using:
- NYCDOE Learning Environment Survey
 - Questionnaires
 - Meetings- parent groups, individual parents
 - Parent Coordinator speaks with parents and provides ongoing feedback to administrators
4. Parental involvement activities address the needs of the parents as:
- Topics are selected based on the needs of the community- organized training for parents of ELL students to provide strategies to better help their children with educational issues.
- Workshops are provided to familiarize all parents with the New York State Testing program and NYS Standards. Strategies are presented to parents to facilitate helping their children with homework assignments.

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	3	5	1	2	4	0	4	0	1	0	0	0	0	20
Intermediate(I)	0	1	1	5	6	3	7	3	0	0	0	0	0	26
Advanced (A)	2	1	1	1	10	11	10	6	3	0	0	0	0	45
Total	5	7	3	8	20	14	21	9	4	0	0	0	0	91

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B	3	4	1	2	3	0	0	0	0	0	0	0	0
	I	0	0	0	1	2	0	2	0	0	0	0	0	0
	A	2	1	1	2	5	3	3	5	0	0	0	0	0
	P	0	2	1	3	10	11	16	4	4	0	0	0	0
READING/ WRITING	B	3	5	0	2	4	0	4	0	1	0	0	0	0
	I	0	1	2	5	4	3	7	3	0	0	0	0	0

	A	2	1	1	1	12	11	10	5	3	0	0	0	0
	P	0	0	0	0	0	0	1	0	0	0	0	0	0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	6	7	2	0	15
4	4	10	0	0	14
5	7	10	2	0	19
6	4	4	0	0	8
7	3	1	0	0	4
8	0	12	0	0	12
NYSAA Bilingual Spe Ed	0	0	0	0	0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	2	2	3	5	1	4	0	1	18
4	2	0	7	0	5	0	0	0	14
5	5	0	10	0	4	0	1	0	20
6	2	0	6	0	4	0	1	0	13
7	2	0	2	0	0	0	0	0	4
8	0	0	0	0	0	0	0	0	0
NYSAA Bilingual Spe Ed	0	0	0	0	0	0	0	0	0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	1	0	4	0	8	0	0	0	13
8	0	0	0	0	0	0	0	0	0
NYSAA Bilingual Spe Ed	0	0	0	0	0	0	0	0	0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	7	0	5	0	7	0	0	0	19
8	0	0	0	0	0	0	0	0	0
NYSAA Bilingual Spe Ed	0	0	0	0	0	0	0	0	0

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	0	0	0	0
Math	0	0	0	0
Math	0	0	0	0
Biology	0	0	0	0
Chemistry	0	0	0	0
Earth Science	0	0	0	0
Living Environment	0	0	0	0
Physics	0	0	0	0
Global History and Geography	0	0	0	0
US History and Government	0	0	0	0
Foreign Language	0	0	0	0
Other	0	0	0	0
Other	0	0	0	0
NYSAA ELA	0	0	0	0
NYSAA Mathematics	0	0	0	0
NYSAA Social Studies	0	0	0	0
NYSAA Science	0	0	0	0

Native Language Tests

	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile
ELE (Spanish Reading Test)	1	2	6	1				
Chinese Reading Test	0	0	0	0				

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?

1. The following tools are being used to assess early literacy skills of ELLs:

- o ECLAS-2
- o Fountas and Pinnell
- o DRA
- o TCRWP Running Records
- This information is helpful to:
 - o Assess individual strengths and weaknesses
 - o Redirect individual and small group instruction
 - o Set short term and long term goals
 - o Track progress and mastery
 - o Remediate/reteach if necessary

2. Data patterns across proficiency levels on NYSESLAT reveal: (See chart below)

Grade	Listening/Speaking	Reading/Writing	Need/Needs
1	75%-Advanced	75%-Beginner	Increase proficiency levels in reading and writing
2	42% Advanced	56%-Advanced	Increase proficiency levels in both modalities
3	50%- Advanced 50%-Proficient	72%-Intermediate	Increase proficiency in Reading/Writing
4	45%-Advanced 50%-Proficient	70%-Advanced	Increase proficiency levels in both modalities
5	94%-Proficient	72%-Advanced	Increase proficiency in reading and writing
6	40%-Advanced 50% -Proficient	40%-Intermediate 50%-Advanced	Increase proficiency levels in both modalities
7	75%-Advanced 25%-Proficient	25%-Intermediate 75%-Advanced	Increase proficiency levels in both modalities
8	33%-Advanced 66%-Proficient	33%-Intermediate 66%-Advanced	Increase proficiency levels in both modalities

3. Patterns help to see areas where there is a need to redirect instruction for individual students as well as small groups and the whole class

- There may be a need to order different programs for specific grades to increase skills in particular modalities (research-based materials).

4. For each program, answer the following:

a. Using ECLAS-2 Benchmark results for a grade three TBE class, we can see that the many of the students are below in Phonics-Spelling, Reading and Oral Expression- Vocabulary Listening Comprehension, and Writing Expression and Development.

- The Acuity Predictive Test (February,'10) showed the percent of answers correct ranging from 30%- 78%. (80% below 78%)
- b. The school leadership and teachers use the results to note individual strengths and weaknesses of individuals and plan for small groups and classes
- The Inquiry Team uses data to study the progress of individual students
- Leadership notes which teachers have to redirect instruction and provide additional materials for instruction.

c. The school is learning the following:

- There is still a need to provide instruction to increase the scores of the ELLs on periodic assessments. Native language is used to provide explanations and as a scaffolding technique to strengthen understanding.

5. Dual Language Program- N/A

6. Evaluation of the success of our program for ELLs. includes the following tools:

- * Pearson ELL Interim Assessments administered in October and March.
- Milestones has a diagnostic placement assessment, integrated informal progress monitoring, integrated formal assessment, and final assessment to evaluate mastery of standard-based skills and strategies.
- NYSESLAT results are evaluated to note growth and assess needs/strengths
- New York State Test Scores and Item Analysis

- NYSESLAT scores - Analysis of modalities
- Reportcards
- Informal tests and observations
- Periodic Assessments: Acuity
- NYC Progress Report - growth percentiles
- Review of student work folders

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		10/12/10
	Assistant Principal		10/12/10
	Parent Coordinator		10/12/10
	ESL Teacher		10/12/10
	Parent		10/12/10

	Teacher/Subject Area		10/12/10
	Teacher/Subject Area		10/12/10
	Coach		10/12/10
	Coach		10/12/10
	Guidance Counselor		10/12/10
	Network Leader		10/12/10
	Other <u>Teacher</u>		10/12/10
	Other <u>Teacher</u>		10/12/10
	Other		
	Other		