



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL: PS 31, Samuel F. Dupont

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 14K031

PRINCIPAL: Mary J. Scarlato EMAIL: mscarla@schools.nyc.gov

SUPERINTENDENT: James Quail

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Mary J. Scarlato	*Principal or Designee	
LouAnn Gallo	*UFT Chapter Leader or Designee	
Marisol Rivera	*PA/PTA President or Designated Co-President	
	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	
Stacey Berger	Member/Assistant Principal	
Janet Zukowski	Member/Teacher Lower Grades	
Nancy Pease	Member/Teacher ESL	
Grace Lu-Cao	Member/Parent Upper Grades	
Jennifer Pasquin	Member/Parent Lower Grades	
Helen Mena	Member/Parent Upper Grades	
Vacancy	Member/Parent	

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #1

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
Students in grades 1 & 2 will show progress in writing informative/explanatory texts, supply some facts about the topic and provide a sense of closure, with a focus on ELL and Special Education students. By January 2012, teachers in grades 1 & 2 will have developed a Common Core aligned unit of study in ELA that incorporates a performance task requiring students to write informative/explanatory texts in which they name a topic, supply some facts about the topic and provide some sense of closure as measured by 85% of students in grades 1 & 2 receiving level 3 on the teacher-developed rubrics.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.
We found a need for our pedagogical staff to become fully immersed in the English Language Arts Common Core State Standards (ELA CCSS) and to meet NYC and NYS requirements for implementation. We found a need for improvement in listening and writing in grade 2 based on E-PAL results. In grade 2 Listening & Writing (LW), we saw a three year decline of 13% for all tested students scoring a level 3 from 89% in 2009 to 76% in 2011. Our general education students also decreased by 12% from 91% in 2009 to 79% in 2011. Our special education students also decreased by 23% for students scoring level 3, from 73% in 2009 to 50% in 2011. Our ELL population dramatically decreased by 56%, from 56% in 2009 to 0% in 2011. In Reading & Writing (RW) grade 2 students scoring level 3 decreased by 1% for all tested students, general education show an increase of 3% and special education a gain of 22% over the three year period of 2009 to 2011. Grade 2 ELL students show a 14% decrease in students scoring level 3 in RW from 2009 to 2011. In addition, ECLAS-2 results for grade 1 students who did not meet all of their benchmarks, 93% of those students had difficulty in the area of writing expression.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
- **Professional development provided by Principal, Assistant Principal, Staff Developer, Network Cluster Support in September, October, November and December on developing the units with an emphasis on Universal Design for Learning and instructional supports for ELL and Special needs students. PD will be provided on a bi-monthly basis.**
- **Teachers by grade level will collaboratively develop and implement an ELA unit that incorporates a performance task requiring students to write informative/explanatory texts.**
- **Teachers will create rubrics to assess the performance task writing.**
- **Principal will schedule time for common prep time on a weekly basis for teachers to collaborate and work on units.**

- **Early Morning (37.5 minutes) for writing instruction**
 - *Implementing Quick Writes into the writing program.
 - *Align academic language and vocabulary development into writing demands.
 - *Use scaffolds and differentiation to support ELLs and Special Needs students.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
- **Training and professional development for parents and staff. The entire PS 31 family will work with families to foster a caring and effective home-school partnership to ensure parents effectively monitor progress.**
- **Regularly scheduled parent and school meetings (School Leadership Meetings monthly, Annual Title I Parent Meeting, PTA Meetings monthly)**
- **Parent Coordinator will provide parent workshop and training in literacy to teach parents how to help their children progress academically.**
- **Providing trainings and access to materials and resources such ARIS Parent Link to support their child's learning and monitor student progress.**
- **Regular progress reports, written and verbal. School Events - Curriculum Conferences, Parent Teacher Conferences**
- **Providing information to parents in their home language as well as translations during conferences and meetings.**

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
100% of the teaching faculty at PS 31 is comprised of NYS certified teachers. Newly hired teachers become part of our highly professional staff and are provided an extremely successful mentoring program and receive professional development in all curriculum areas throughout the year. New teachers receive ongoing assistance with organizing their classroom to create an effective environment, classroom management, developing lesson plans, engaging students in learning and assessing student learning. Our model/lead teachers provide guidance, support and training for new teachers utilizing model classrooms as lab sites for developing teaching methodology. Demonstration lessons are provided so that new teachers can implement successful techniques and practices in their classrooms. All teachers in PS 31 are supported and provided with high quality professional development workshops which are differentiated to address the needs of both new and experienced staff, directing attention to individual strengths and weaknesses, grade level needs, content area focus and teacher learning styles. We have devoted sessions this year toward further implementing the ELA CCSS via teachers on grade level designing units of study. The administration, staff developer and CFN Support Staff will contribute toward this high quality professional development. During the course of the school year, opportunities will be provided for inter-visitations between our school and other schools in the network. Staff members attend conferences, workshops and training sessions at the CFN. In addition to professional development sessions, we hold grade conferences monthly to discuss and implement instructional strategies that meet each grade's specific goal. Collaborative Inquiry Team meetings are held monthly. Teachers providing AIS are given an opportunity to meet and share ideas with teachers whose students they service. From May through June we start our curriculum mapping (June Planning) for the following September in all curriculum areas. This provides our teachers and administrators time to collaboratively reflect, assess, plan and provide a focus for the upcoming school year. These meetings also provide administrators an opportunity to encourage and support staff in renewing and refining their craft regularly. Frequent cycles of observation and feedback drive our professional development programs. It will always be a goal of PS 31 to ensure the continued achievement for all of our students. The ongoing learning of our professional staff will help us attain our goal. PS 31's highly successful and intensive mentoring program

for new teachers is a major element of the support and professional development for new teachers. This will ensure high quality teaching to ascertain that all student including students with special needs and English language learners receive sound instruction by highly qualified teachers.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
PS 31 will participate in the "Conceptual Consolidation" of Funds in a Title I School-wide Program (SWP). We have met the intent and purposes of each program whose funds are consolidated. Our goals as a SWP school are as follows:
 - **Provide intensive Academic Intervention Services (AIS) to students who are at risk (Levels 1 & 2) for not meeting the standards as well as student with special needs and English Language Learners (ELLs). We provide a full time AIS teacher to provide push-in and pull-out services and to provide interventions in Literacy.**
 - **Provide intensive professional development for teachers and parents.**
 - **Provide a Nutrition program (Foodbank CookShop) for all grades Pre-K through 5.**
 - **Nutrition Committee (Dietician, Physical Education Teacher and Students).**

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

Scheduling Common Prep Periods - Tax Levy

Professional Development - Title I SWP

Early Morning (37.5 min) Instruction - Tax Levy

Staff Developer - Title I SWP

Assistant Principal - .5 Title I SWP/.5 Tax Levy

AIS Teacher - Title I SWP

Parent Workshops - Title I SWP

Books and Materials for Students - NYSTL

ANNUAL GOAL #2 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #2

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

To strengthen teacher practice by building a common language and understanding high quality instruction. By June 2011, the Principal/and or Assistant Principal will conduct at least four informal observations of each teacher utilizing selected competencies from Danielson's Framework for Teaching (Rubric) to provide more immediate, frequent, high quality feedback.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

PS 31 students over the past ten years have consistently demonstrated remarkable achievement that continues to show evidence of student progress each year in literacy, math, science and social studies. The NYC Progress Report clearly indicates that our students in grades 3 -5 are performing at the highest levels in NYC. We have scored A's on every progress report since inception in the 2006-2007 school year. Our school ranked #1 out of all of the elementary schools in NYC on the 2010-2011 NYC Progress Report, scoring 91.5 out of 100. We scored 51.8 out of 60 in student progress. We scored 22.4 in student performance, with 88.9% of all tested students in grades 3-5 scoring at levels 3 & 4 in ELA, and 96.7% of all tested students in grades 3-5 scoring levels 3 & 4 in mathematics. We ranked "Outstanding" and "Well Developed" (Highest) on both of our Quality Reviews.

In order for our students to continue to perform at high levels, meet the demands of the new CCSS and continue to provide high-quality, rigorous instruction, as well as show continued growth as professionals, we will utilize Danielson's rubric as a tool to provide a common language/rubric to assess high quality instruction. Most of our teaching staff is very experienced with 28.1% teaching more than 20 years, 90.0% have been teaching more than 10 years and only 7.8% of our teaching staff has less than 5 years of teaching experience.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
- **Professional development provided by principal, assistant principal, staff developer, CFN support personnel - scheduled for Chancellor's conference days: September 7th, November 8th, and June 7th. Teachers learn Danielson's rubric, view videos, take low inference notes and discuss ratings.**
- **Observation schedule for formal/informal observations, pre and post observation conferences, and conversations for feedback.**
- **Teachers self-assess on selected components of the rubric four times during the year.**

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
- **Providing trainings and access to materials and resources such ARIS Parent Link to support their child's learning and monitor student progress.**
- **Regular progress reports, written and verbal. School Events - Curriculum Conferences, Parent Teacher Conferences**
- **Providing information to parents in their home language as well as translations during conferences and meetings.**
- **Training and professional development for parents and staff. The entire PS 31 family will work with families to foster a caring and effective home-school partnership.**
- **Regularly scheduled parent and school meetings (School Leadership Meetings monthly, Annual Title I Parent Meeting, PTA Meetings monthly)**
- **Assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development. Parent Coordinator will provide parent workshop and training to help parents understand the new CCSS and accountability system NCLB.**
- **PS 31 will use academic learning time efficiently.**
- **We will respect cultural, racial and ethnic differences.**
- **Implement a curriculum aligned to the Common Core State Learning Standards.**
- **Offer high quality instruction in all content areas**
- **Provide instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;**
- **Regular progress reports, written and verbal. School Events - Curriculum Conferences, Parent Teacher Conferences**
- **Provide information to parents in their home language as well as translations during conferences and meetings.**
- **Distribute a school newsletter designed to keep parents informed of their children's progress.**

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
100% of the teaching faculty at PS 31 is comprised of NYS certified teachers. Newly hired teachers become part of our highly professional staff and are provided an extremely successful mentoring program and receive professional development in all curriculum areas throughout the year. New teachers receive ongoing assistance with organizing their classroom to create an effective environment, classroom management, developing lesson plans, engaging students in learning and assessing student learning. Our model/lead teachers provide guidance, support and training for new teachers utilizing model classrooms as lab sites for developing teaching methodology. Demonstration lessons are provided so that new teachers can implement successful techniques and practices in their classrooms. All teachers in PS 31 are supported and provided with high quality professional development workshops which are differentiated to address the needs of both new and experienced staff, directing attention to individual strengths and weaknesses, grade level needs, content area focus and teacher learning styles. We have devoted sessions this year toward further implementing the ELA CCSS via teachers on grade level designing units of study. The administration, staff developer and CFN Support Staff will contribute toward this high quality professional development. During the course of the school year, opportunities will be provided for inter-visitations between our school and other schools in the network. Staff members attend conferences, workshops and training sessions at the CFN. In addition to professional development sessions, we hold grade conferences

monthly to discuss and implement instructional strategies that meet each grade's specific goal. Collaborative Inquiry Team meetings are held monthly. Teachers providing AIS are given an opportunity to meet and share ideas with teachers whose students they service. From May through June we start our curriculum mapping (June Planning) for the following September in all curriculum areas. This provides our teachers and administrators time to collaboratively reflect, assess, plan and provide a focus for the upcoming school year. These meetings also provide administrators an opportunity to encourage and support staff in renewing and refining their craft regularly. Frequent cycles of observation and feedback drive our professional development programs. It will always be a goal of PS 31 to ensure the continued achievement for all of our students. The ongoing learning of our professional staff will help us attain our goal. PS 31's highly successful and intensive mentoring program for new teachers is a major element of the support and professional development for new teachers. This will ensure high quality teaching to ascertain that all student including students with special needs and English language learners receive sound instruction by highly qualified teachers.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
PS 31 will participate in the "Conceptual Consolidation" of Funds in a Title I School-wide Program (SWP). We have met the intent and purposes of each program whose funds are consolidated. Our goals as a SWP school are as follows:
 - Provide intensive professional development for teachers.
 - Provide workshops for parents.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

Professional Development - Title I SWP

Staff Developer - Title I SWP

Assistant Principal - .5 Title I SWP/.5 Tax Levy

Parent Workshops - Title I SWP

Professional Books for Teachers - Tax Levy

ANNUAL GOAL #3 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #3

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
Students in grades Pre-K-5 will show progress in modeling with mathematics to represent and construct viable arguments while solving problems. By May 2011, teachers by grade level will develop a Common Core aligned unit of study in math that incorporates opportunities for students to model with mathematics to represent and construct viable arguments while solving problem, as measured by 85% of students receiving 3s and 4s on the teacher developed rubrics.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.
We found a need for our pedagogical staff to become fully immersed in the Mathematics Common Core State Standards (ELA CCSS) and to meet NYC and NYS requirements for implementation. Our students are extremely high performing in mathematics, with 97.9% all tested students in grades 3, 4, and 5 scoring levels 3 and 4 in 2011. 99% of our general education students scored level 3 and 4, 92.3% of our special education students scored a level 3 or 4 as well. Over the three-year period, all tested students showed a very slight decline of 2.1% from 100% in 2009 to 97.9% in 2011. Our general education students showed a very small decrease of 1%, from 100% in 2009 to 99% in 2011. Our special education population showed a decline of 7.7% over the three-year period, from 100% in 2009 to 92.3% in 2011. 100% of our ELLs received a level 4 in 2011, with no gain or drop from 2009, which was an incredible 100% receiving 3s or 4s. Teachers in grades 3 through 5 analyzed individual student strengths and weaknesses via NYStart.gov.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
- **Professional development provided by Principal, Assistant Principal, Staff Developer, Network Cluster Support in January, February, March, April and May on developing the units with an emphasis on Universal Design for Learning and instructional supports for ELL and Special needs students. PD will be provided on a bi-monthly basis.**
- **Teachers by grade level will collaboratively develop and implement a mathematics unit that incorporates a performance task requiring students to model with mathematics to represent and construct viable arguments while solving a problem.**
- **Teachers will create rubrics to assess the mathematics performance task.**
- **Principal will schedule time for common prep time on a weekly basis for teachers to collaborate and work on units.**
- **Early Morning (37.5 minutes) for writing instruction.**

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
- **Providing trainings and access to materials and resources such ARIS Parent Link to support their child's learning and monitor student progress.**
- **Regular progress reports, written and verbal. School Events - Curriculum Conferences, Parent Teacher Conferences**
- **Providing information to parents in their home language as well as translations during conferences and meetings.**
- **Assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development. Parent Coordinator will provide parent workshop and training to help parents understand the new CCSS and accountability system NCLB.**
- **PS 31 will use academic learning time efficiently.**

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

100% of the teaching faculty at PS 31 is comprised of NYS certified teachers. Newly hired teachers become part of our highly professional staff and are provided an extremely successful mentoring program and receive professional development in all curriculum areas throughout the year. New teachers receive ongoing assistance with organizing their classroom to create an effective environment, classroom management, developing lesson plans, engaging students in learning and assessing student learning. Our model/lead teachers provide guidance, support and training for new teachers utilizing model classrooms as lab sites for developing teaching methodology. Demonstration lessons are provided so that new teachers can implement successful techniques and practices in their classrooms. All teachers in PS 31 are supported and provided with high quality professional development workshops which are differentiated to address the needs of both new and experienced staff, directing attention to individual strengths and weaknesses, grade level needs, content area focus and teacher learning styles. We have devoted sessions this year toward further implementing the ELA CCSS via teachers on grade level designing units of study. The administration, staff developer and CFN Support Staff will contribute toward this high quality professional development. During the course of the school year, opportunities will be provided for inter-visitations between our school and other schools in the network. Staff members attend conferences, workshops and training sessions at the CFN. In addition to professional development sessions, we hold grade conferences monthly to discuss and implement instructional strategies that meet each grade's specific goal. Collaborative Inquiry Team meetings are held monthly. Teachers providing AIS are given an opportunity to meet and share ideas with teachers whose students they service. From May through June we start our curriculum mapping (June Planning) for the following September in all curriculum areas. This provides our teachers and administrators time to collaboratively reflect, assess, plan and provide a focus for the upcoming school year. These meetings also provide administrators an opportunity to encourage and support staff in renewing and refining their craft regularly. Frequent cycles of observation and feedback drive our professional development programs. It will always be a goal of PS 31 to ensure the continued achievement for all of our students. The ongoing learning of our professional staff will help us attain our goal. PS 31's highly successful and intensive mentoring program for new teachers is a major element of the support and professional development for new teachers. This will ensure high quality teaching to ascertain that all student including students with special needs and English language learners receive sound instruction by highly qualified teachers.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
PS 31 will participate in the "Conceptual Consolidation" of Funds in a Title I School-wide Program (SWP). We have met the intent and purposes of each program whose funds are consolidated. Our goals as a SWP school are as follows:
 - **Provide intensive Academic Intervention Services (AIS) to students who are at risk (Levels 1 & 2) for not meeting the standards as well as student with special needs and English Language Learners (ELLs). We provide a full time AIS teacher to provide push-in and pull-out services and to provide interventions in Mathematics.**
 - **Provide intensive professional development for teachers and parents.**
 - **Provide a Nutrition program (Foodbank, NY CookShop) for all grades Pre-K through 5, providing students with opportunities for using real-world mathematics, e.g. measuring, weighing, etc.**

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

Scheduling Common Prep Periods - Tax Levy

Professional Development - Title I SWP

Early Morning (37.5 min) Instruction - Tax Levy

Staff Developer - Title I SWP

Assistant Principal - .5 Title I SWP/.5 Tax Levy

AIS Teacher - Title I SWP

Parent Workshops - Title I SWP

Books and Materials for Students - NYSTL

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

- 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.

	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	8	6	N/A	N/A	1			3
1	11	10	N/A	N/A	1			2
2	12	8	N/A	N/A	1			3
3	9	7	N/A	N/A	1		1	4
4	8	7	9		2		1	4
5	5	6		5	1		1	3
6								
7								
8								
9								
10								
11								
12								

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
ELA	AIS ELA services are provided before school in small groups and one on one instruction (37.5 minutes), during school on a pull-out and push-in basis, during the day for AIS SETTS, after school two days a week on Mondays and Wednesdays from 3:05pm-4:35pm and during the Saturday Academies in March and April from 8am-12pm. The type of AIS programs/strategies utilized are: Wilson Reading Program, Developmental Reading Assessment, Lexia Computer Instruction (Lexia Early Reading, Lexia Primary Reading, Lexia Strategies for Older Students), Leap Frog, and Earobics Steps 1&2.
Mathematics	AIS Mathematics services are provided before school small group and one on one instruction (37.5 minutes), during school on a pull-out and push-in basis, during the day for AIS SETTS, after school two days a week on Mondays and Wednesdays from 3:05pm to 4:35pm and during the Saturday Academies in March and April from 8am-12pm. The type of AIS programs/strategies utilized includes: Symphony Math, Great Leaps Math, Remedia Math, and Houghton Mifflin Math Expressions.
Science	AIS Science services are provided before school small group and one on one instruction (37.5 minutes), during school on a pull-out and push-in basis in Grade 4. The grade level curriculum guides instruction, with the AIS teacher further differentiating instruction to meet students' needs. Students are prepared for the NYS Science Assessment.
Social Studies	AIS Social Studies services are provided before school small group and one on one instruction (37.5 minutes), during school on a pull-out and push-in basis in Grade 5. The grade level curriculum guides instruction, with the AIS teacher further differentiating instruction to meet students' needs.
At-risk Services provided by the Guidance Counselor	AIS counseling services are provided during the day individually and in small groups. The goal of the counseling is to assist students with behavioral personal, social and self-esteem issues. One type of AIS programs/strategies used is our PS 31 "Social Skills Group," which provides a forum for students to learn how to behave socially, understand personal space, making friends, topics to discuss with friends, etc. This group supports students' self-esteem, develop positive messages, responsibility and to encourage social, academic and personal growth.
At-risk Services provided by the School Psychologist	Sets up and administers: Response to Intervention (RTI) and Behavior Intervention Plans, counseling, consultation with teachers to tailor classroom support to meet students' academic, behavioral and social needs.
At-risk Services provided by the Social Worker	The social worker provides individual and/or group counseling on both a pull-out and push-in basis two days a week during the school day. Parent consultations, teacher consultations, student observations, crisis intervention and referrals to outside agencies are provided.
At-risk Health-related Services	The school nurse conducts a yearly "Open Airways" program for students in groups of 8-10 children during the school day. This program consists of six 45 minute sessions. The students partake in role play, personal stories, question and answer and familiarizing students with their asthma triggers, sign/symptoms and methods of treatment, control and prevention.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

**PS 31, SAMUEL F. DUPONT
PARENT INVOLVEMENT POLICY (PIP)**

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

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

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

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

- Actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- Engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- Ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- Support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- Maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- Conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;

- Provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- Host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- Schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- Translate all critical school documents and provide interpretation during meetings and events as needed;
- Conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- Holding an annual Title I Parent Curriculum Conference;
- Hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- Encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- Supporting or hosting Family Day events;
- Establishing class parents for each classroom;
- Hosting Fabulous Friday events in classes for parents to share their expertise;
- Establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- Hosting events to support, men asserting leadership in education for their children, parents/guardians, grandparents and foster parents;
- Encouraging more parents to become trained school volunteers;
- Providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- Developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- Providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

PS 31, SAMUEL F. DUPONT -SCHOOL-PARENT COMPACT

Our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

- Ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- Creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- Assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- Sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- Supporting parental involvement activities as requested by parents;
- Ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- Advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- Monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- Ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- Check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- Set limits to the amount of time my child watches television or plays video games;
- Promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- Encourage my child to follow school rules and regulations and discuss this Compact with my child;

- Volunteer in my child's school or assist from my home as time permits;
- Participate, as appropriate, in the decisions relating to my child's education;
- Communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- Respond to surveys, feedback forms and notices when requested;
- Become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- Participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- Take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- Share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

- Attend school regularly and arrive on time;
- Complete my homework and submit all assignments on time;
- Follow the school rules and be responsible for my actions;
- Show respect for myself, other people and property;
- Try to resolve disagreements or conflicts peacefully;
- Always try my best to learn.

Adoption:

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

This policy was adopted by PS 31, Samuel F. Dupont on 9/30/11 and will be in effect for the period of one year.

The school distributed this policy to all parents of participating Title I, Part A children on October 1, 2011.

Principal Signature _____

Date _____

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

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 into the submission form. For additional information, hold your cursor over the [?](#).

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Christopher Groll	District 14	Borough Brooklyn	School Number 031
School Name Samuel F. Dupont			

B. Language Allocation Policy Team Composition [?](#)

Principal Mary J. Scarlato	Assistant Principal Stacey Berger
Coach Janet Zukowski	Coach
ESL Teacher Nancy Pease	Guidance Counselor Diana Greene
Teacher/Subject Area LouAnn Gallo/ELA	Parent Marisol Rivera
Teacher/Subject Area Maria Puma/Gr 3	Parent Coordinator Joanne Switalski
Related Service Provider Christina Weber/Speech	Other type here
Network Leader Ada Orlando	Other type here

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	1	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	1	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	1	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	603	Total Number of ELLs	42	ELLs as share of total student population (%)	6.97%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

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

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

Once it is determined by the HLIS form that the student is not English dominant, the student is tested using the Revised Language Assessment Battery (LAB-R). Students who score at the "Beginning", "Intermediate" or "Advanced" level of English language proficiency as determined by the LAB-R cut-scores are identified as ELLs. In addition, the Spanish Language Assessment Battery (LAB) test is administered to ELLs whose first language is Spanish.

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

2. Within ten days of admittance, eligible parents/guardians receive an "Entitlement Letter" informing them of their child's eligibility for ESL services. Additionally, they receive an invitation to attend a Parent Orientation Session. During the Parent Orientation the three educational programs offered are explained through the use of the NYCDOE DVD. The informational DVD can be presented in nine different languages. The video is also available in additional languages online. Parent brochures are also made available in the parent/guardian's native language, making it easier for them to make an informed placement choice for their child.

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

3. The ESL teacher utilizes a LAB-R hand score sheet to devise checklists to ensure that entitlement letters and invitations are distributed. Flyers are sent home and phone calls are made to student homes to ensure parent/guardian attendance at Parent Orientation

Sessions. Informal sessions are carried out at the parent/guardian's convenience to ensure the timely return of Parent Survey and Program Selection Forms. The Entitlement Letter, invitation, and Parent Orientation Session are provided in their native language as needed.

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

5. In September 2011, eighteen families enrolled students for the first time in an English language school. Six languages were represented. All of the families chose ESL for the English Language Learners. September, 2010, six families representing three different languages chose ESL for their English Language Learners. During the previous year (September 2009), fourteen families enrolled students for the first time in an English language school (ELSS). Four languages were represented. One family chose TBE for their child. The rest chose ESL. Three years ago (September 2008) fourteen families enrolled students for the first time in an ELSS. Five languages were represented. Two families chose TBE for their English Language Learners. The rest chose ESL. The trend in program choice is overwhelmingly for ESL.

6. The program model offered at our school is aligned with family preference. Overwhelmingly, our parents/guardians preference has been for the push-in/pull-out ESL model for their children. Presently, if parents/guardians request TBE or Dual Language, they are referred to the Placement Office. This is the case until such time that 15 students representing the same language in two contiguous grades requests TBE or Dual Language.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)
Check all that apply

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

This school offers (check all that apply):

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

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. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained														0
Push-In	23	3	13	2	0	1								42

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Total	23	3	13	2	0	1	0	0	0	0	0	0	0	42

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	42	Newcomers (ELLs receiving service 0-3 years)	42	Special Education	8
SIFE	0	ELLs receiving service 4-6 years	0	Long-Term (completed 6 years)	0

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	42	0	9				0		0	42
Total	42	0	9	0	0	0	0	0	0	42

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

C. Home Language Breakdown and ELL Programs

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

Dual Language (ELLs/EPs) K-8														
Number of ELLs by Grade in Each Language Group														

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

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

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

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	9	1	6	1										17
Chinese														0
Russian														0
Bengali	1		2											3
Urdu														0
Arabic														0
Haitian														0
French		1												1
Korean														0
Punjabi														0
Polish	11		6	1										18

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
Albanian														0
Other	2	1												3
TOTAL	23	3	14	2	0	42								

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 ensure that ELLs are appropriately evaluated in their native languages?
5. 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).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

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

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

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

3. Our ELL students' instruction is based on the same rigorous curriculum as our native English speaking students. However, we include many supports to prepare ELL students to think critically, solve problems and communicate in English. Teachers scaffold academic language to support students' participation in content areas. A rich repertoire of scaffolds is used to support students' understanding of the

A. Programming and Scheduling Information

main academic content. Academic language is modeled in ways in which students are expected to respond and participate. Resources and materials include a wide range of print, visual and technological resources to enhance English proficiency. Language functions and structures are taught within the context of the lessons.

4. Students whose naïve language is Spanish are administered the the Spanish LAB.

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

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

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

c. We currently have no students who have been receiving ESL services for 4 years. When we have students who have been receiving ESL services for four years, he/she would receive the following:

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

Many supports from both the classroom teacher and ESL teacher are utilized to support ELL students to think critically, solve problems and communicate in English. The ESL teacher consults with classroom teachers as well as other service providers in order to allow for further differentiation of instruction. Teachers scaffold academic language to support students’ participation in content areas. A rich repertoire of scaffolds is used to support students’ understanding of the main academic content. Academic language is modeled in ways in which students are expected to respond and participate. Resources and materials include a wide range of print, visual and technological resources to enhance English proficiency. Language functions and structures are taught within the context of the lessons.

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

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

6. A wide variety of instructional strategies are used including small group task oriented instruction, digital resources, as well as a wide range of scaffolds. Materials include an ESL Lending Library which has native language texts available in addition to a wide range of classroom texts, LeapPads, tape recorders, CD players, Califones, electronic bilingual and monolingual talking dictionaries

7. At present, we have nine students with special needs who are receiving ESL services. ESL instruction is geared to provide support for these learners in accordance with needs identified in their Individualized Educational Plans. The ESL teacher consults with classroom teachers as well as other service providers in order to allow for further differentiation of instruction in the least restrictive environment.

Native Language Usage and Supports

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

Native Language Usage/Support

Transitional Bilingual Education (TBE)

A. Programming and Scheduling Information

The diverse needs of our ELLs who have disabilities are met through a combination of push-in and pull-out models. Students are grouped by their level of proficiency according to the NYSESLAT, Periodic Assessments, school and teacher assessments. Evidence of student

B. Programming and Scheduling Information--Continued

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

8. Intervention programs for ELLs in ELA, Math and Science:

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

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

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

11. We may need to discontinue the Saturday Academy for our students this year due to budget cuts.

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

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

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

15. The ELL services correspond to students' ages and grade levels. ELL students are grouped by age/grade level, then proficiency level and serviced for the appropriate amount of minutes per week.

16. Students and their families who register before the beginning of the school year are given handouts and materials in their native language to familiarize themselves with the school, grade level standards and programs offered, such as the Early Morning Program. Students and families will be offered a tour of the school whenever possible. Students and their families will be introduced to the ELL teacher as soon as school begins. Parents receive an invitation to a Parent Orientation Session.

17. N/A

C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?

2. How much of this instructional time is for EPs and ELLs in each grade? What percentage of students are at each level?

Courses Taught in Languages Other than English

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class

D. Professional Development and Support for School Staff

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

1. As a true community of learners we value continual learning, refinement of our teaching skills, and expanding our knowledge base with the latest research. Teachers meet regularly during faculty and grade conferences to share best practices that will positively affect student performance. Our full-time staff developer and lead teachers model outstanding lessons and strategies. Professional development is offered in-house based on teachers' needs and interests as well as on topics such as Differentiating Instruction, Meta-cognition, Analyzing Data, and Scaffolding Instruction for English Language Learners. Our ESL teacher is also sent to workshops given outside of our school, on topics such as Mathematics for ELLs, The Challenge of Learning Academic English, Best Practices for ELLs, and Effective Instructional Strategies for ELLs. Consultants and authors are invited in to provide professional development as well. An ELL after school study group is given to 10 teachers and meets two times a month for 4 months during the school year.

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

3. Professional development is provided by school staff and the Community Learning Support Personnel Organization. The focus of our professional development program is based on improving the literacy needs of our ELL population. The main thrust of our focus is on Differentiating Instruction, Analyzing Data, and Scaffolding Instruction for English Language Learners. Professional development is also given on the use of technology – Lexia, One More Story, Rosetta Stone, utilizing the ELL Treasures program component to scaffold instruction.

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

E. Parental Involvement

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

1. PS 31 has an active Parent-Teacher Association (PTA) whom support of our school. At regularly attended PTA meetings various issues concerning the school and the community are discussed. We provide translation services for parents who do not speak English during our PTA meetings. All parents, including parents of ESL students are integral members of our school community at PS 31. Together, parents and staff work together to provide the best possible education for our students. We support a climate that values and supports parents, welcoming them to our school. Parents are informed of all school events by newsletters, notices, conferences and phone calls. They are kept up to date on their child's progress. They are provided with report cards and encouraged to communicate with their child's teacher and attend Parent-Teacher Conferences. These conferences provide open and honest communication about student progress. We provide translation services for parents who do not speak English during conferences. The teacher provides ways in which parents can assist students at home in areas of difficulty. It is with the encouragement and support of the parents that we often see improved student performance.

2. Our school and our Parent Coordinator partners with other Community Based Organizations to provide workshops to parents including parents of ELL students. These organizations provide outreach to our ELL parents to ensure they have access to healthcare, and family support, such as the Puerto Rican Family Institute. Guest speakers are invited to inform parents on various issues such as healthcare, nutrition, physical fitness, current events and areas of interest to the parents. They also discuss what is going on in the school and have the opportunity to voice their concerns. Monthly parent workshops are offered on various topics including: Homework Helpers, Standardized Testing, and Arts & Crafts. We have designated days during the month for parent and children to browse and shop at the school bookstore. A lending library is available to parents to encourage parents to read to their children and children to read to their parents

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3. We evaluate the needs of our parents by using surveys, and listening to their concerns at PTA meetings. We carefully review the NYCDOE Learning Environment Survey filled out by our parents to find areas in which we can improve. PS 31 offers support in educating parents about their child's needs and seeking help where they may need it. We assist parents with access to parent education programs and parenting resources in the community. Parents support our school by being involved in their child's education, volunteering to share their expertise and/or talents with the staff and students, participating in school activities and events, as well as assist with our fund raisers and accompanying classes on trips.

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

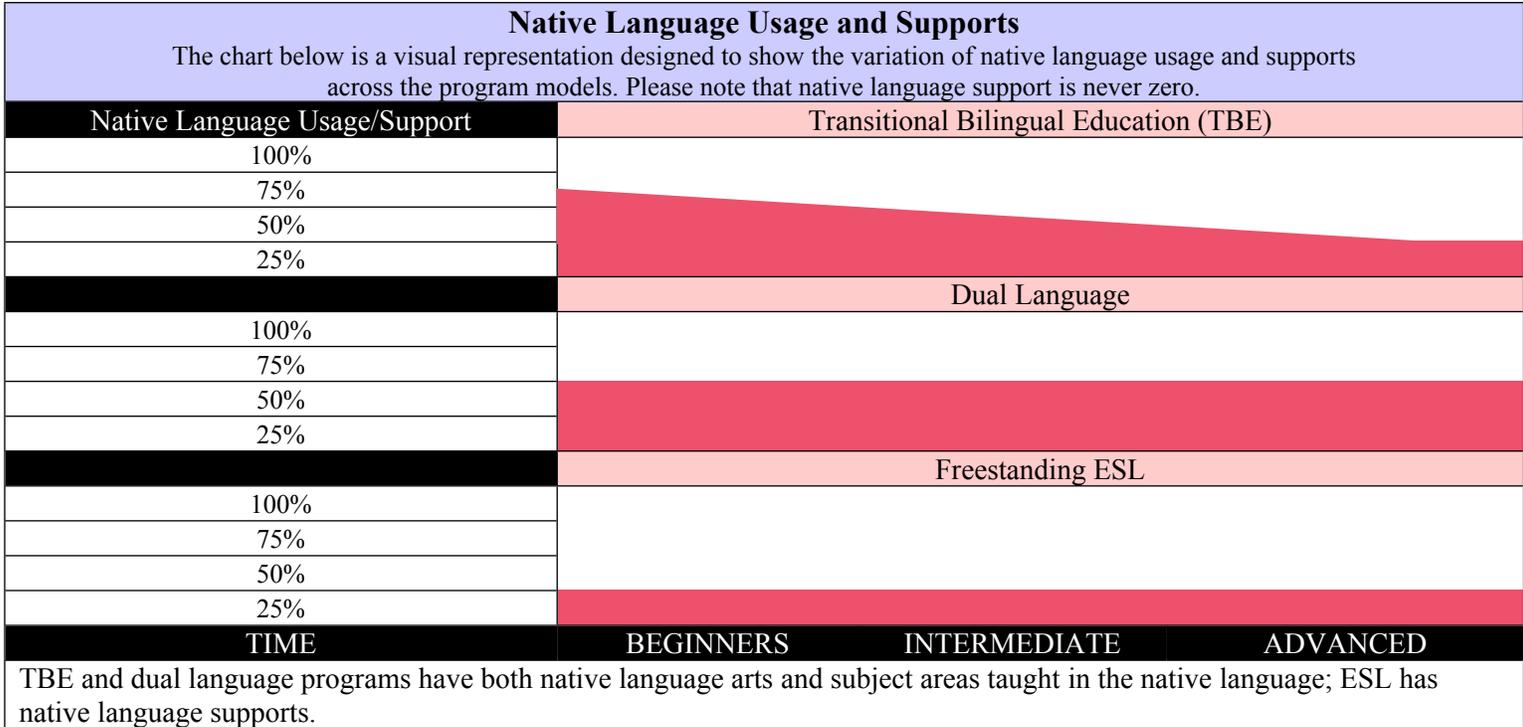
NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

	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
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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



B. Programming and Scheduling Information--Continued

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

8. Intervention programs for ELLs in ELA, Math and Science:
 - Targeted small group intervention from content area and/or ESL teacher during early morning 37.5 minute instruction.
 - Extended day/after school program and for intensive instruction targeting areas of need.
 - Monitoring the progress of students in areas of need to develop action plans and differentiate instruction.
 - Learning Resources (In School and At Home): Lexia, onemorestory.com, Word Q, LeapPads, Bilingual electronic dictionaries, books on tape, symphonylearning.com and RAZ Kids.com
9. ELLs reaching proficiency in English per NYSESLAT results receive continued transitional support through our Academic Intervention Services Program. Additional differentiated instruction is geared to scaffolding academic language for transitional learners. Collaboration between the classroom teachers and ESL is an integral link that is maintained for 2 years after the student passes the NYSESLAT. ELLs participate in an Extended Day Program.

B. Programming and Scheduling Information--Continued

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

11. We may need to discontinue the Saturday Academy for our students this year due to budget cuts.

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

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

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16. Students and their families who register before the beginning of the school year are given handouts and materials in their native language to familiarize themselves with the school, grade level standards and programs offered, such as the Early Morning Program. Students and families will be offered a tour of the school whenever possible. Students and their families will be introduced to the ELL teacher as soon as school begins. Parents receive an invitation to a Parent Orientation Session.

17. N/A

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:

B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
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17. N/A

C. Schools with Dual Language Programs

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

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.

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E. Parental Involvement

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3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

1. PS 31 has an active Parent-Teacher Association (PTA) whom support of our school. At regularly attended PTA meetings various issues concerning the school and the community are discussed. We provide translation services for parents who do not speak English during our PTA meetings. All parents, including parents of ESL students are integral members of our school community at PS 31. Together, parents and staff work together to provide the best possible education for our students. We support a climate that values and supports parents, welcoming them to our school. Parents are informed of all school events by newsletters, notices, conferences and phone calls. They are kept up to date on their child's progress. They are provided with report cards and encouraged to communicate with their child's teacher and attend Parent-Teacher Conferences. These conferences provide open and honest communication about student progress. We provide translation services for parents who do not speak English during conferences. The teacher provides ways in which parents can assist students at home in areas of difficulty. It is with the encouragement and support of the parents that we often see improved student performance.

2. Our school and our Parent Coordinator partners with other Community Based Organizations to provide workshops to parents including parents of ELL students. These organizations provide outreach to our ELL parents to ensure they have access to healthcare, and family support, such as the Puerto Rican Family Institute. Guest speakers are invited to inform parents on various issues such as healthcare, nutrition, physical fitness, current events and areas of interest to the parents. They also discuss what is going on in the school and have the opportunity to voice their concerns. Monthly parent workshops are offered on various topics including: Homework Helpers, Standardized Testing, and Arts & Crafts. We have designated days during the month for parent and children to browse and shop at the school bookstore. A lending library is available to parents to encourage parents to read to their children and children to read to their parents

3. We evaluate the needs of our parents by using surveys, and listening to their concerns at PTA meetings. We carefully review the NYCDOE Learning Environment Survey filled out by our parents to find areas in which we can improve. PS 31 offers support in educating parents about their child's needs and seeking help where they may need it. We assist parents with access to parent education programs and parenting resources in the community. Parents support our school by being involved in their child's education, volunteering to share their expertise and/or talents with the staff and students, participating in school activities and events, as well as assist with our fund raisers and accompanying classes on trips.

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

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)													
K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
													L

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)	12	3	2	0	0	0								17
Intermediate(I)	0	0	3	0	0	0								3
Advanced (A)	12	0	9	2	0	0								23
Total	24	3	14	2	0	0	0	0	0	0	0	0	0	43

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

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

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:

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.

Part VI: LAP Assurances

School Name: <u>PS 31</u>		School DBN: <u>14K031</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Mary J. Scarlato	Principal		10/26/11
Stacey Berger	Assistant Principal		10/26/11
Joanne Switalski	Parent Coordinator		10/26/11
Nancy Pease	ESL Teacher		10/26/11
Marisol Rivera	Parent		10/26/11
Maria Puma	Teacher/Subject Area		10/26/11
LouAnn Gallo	Teacher/Subject Area		10/26/11
Janet Zukowski	Coach		10/26/11
	Coach		1/1/01
Diana Greene	Guidance Counselor		10/26/11
Ada Orlando	Network Leader		10/26/11
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 14K031 **School Name:** PS 31, Samuel F. Dupont

Cluster: 4 **Network:** 412

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

Part A: Needs Assessment Findings

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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

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