Department of Education

Dennis M. Walcott, Chancellor

2012-2013
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL NAME: ***SAMUEL F. DUPONT, PS 31***

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

PRINCIPAL: ***MARY SCARLATO*** EMAIL: ***MSCARLA@SCHOOLS.NYC.GOV***

SUPERINTENDENT: ***ALICJA WINNICKI***

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 Scarlato	*Principal or Designee	
LouAnn Gallo	*UFT Chapter Leader or Designee	
Marisol Rivera Mariesa Louis	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative *(optional for elementary and middle schools; a minimum of two members required for high schools)*	
	CBO Representative, if applicable	
Stacey Berger	Member/Assistant Principal	
Janet Zukowski	Member/Teacher	
Nancy Pease	Member/Teacher	
Karen Bachmann	Member/Parent	
Helen Mena	Member/Parent	
Florencia Vera	Member/Parent	

** Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

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

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

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 coordinated with 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 aligned with the current citywide instructional expectations.
- 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 use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, 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.

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.

To promote teachers' professional growth and implement school-wide strategies by deepening their understanding and practice using a common framework (Charlotte Danielson's), with a focus on 1e (Designing Coherent Instruction emphasizing UDL-[Universal Design for Learning), 3b (Using Questioning and Discussion Techniques), and 3d (Using Assessment in Instruction).

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.

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 of the reports. Our goal is to have our students continue to perform at high levels, and meet the demands of the CCSS (Common Core State Standards). In order to continue to provide high-quality, rigorous instruction, implement the instructional shifts dictated by the common core, and continue to grow as professionals, our teachers needed to intensify their focus on the Danielson's framework (1e, 3b, 3d) to provide a common language and practice for providing our students with the rigorous content, skills, and knowledge.

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) key personnel 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 (PD) provided by principal, assistant principal, staff developer, and network cluster support in September, October, November, and January. PD is 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.***
- ***Teachers meet weekly on their common prep to plan collaboratively and reflect on their teaching using the common framework.***
- ***Principal schedules time monthly for teachers to observe their colleagues classrooms.***
- ***Observation schedule for informal observations with meetings scheduled for feedback and goal setting***
- ***Teachers self-assess on selected components of the rubric four times during the year.***

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
- ***Parent Workshops on CCSS***

Budget and resources alignment

- Indicate your school's Title I status: ☒School Wide Program (SWP) ☐Targeted Assistance Program (TAP) ☐Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

_X_____ Tax Levy _X_____ Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

- ***Scheduling Common Preps – TL***

- ***Professional Development – Title 1 SWP, TL CFN Support***

- ***Parent Workshops – Title 1 SWP***

- ***Staff Developer – Title 1 SWP***

- ***Per Diem Substitute Teacher - TL***

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.

Students in grades 3-5 will experience Common Core- aligned units of study across subjects and classrooms. Two of the four units will be in mathematics requiring teachers to focus on instructional shifts so that students will be fluent, show evidence of conceptual understanding and apply their mathematical thinking. By May 2013, students in grades 3-5 will show conceptual understanding, fluency and application of mathematical thinking evidenced by 75% of the students receiving 3 and above on the common assessments (CCSS-aligned 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.

Based on our NYS Math results we saw a 2.2% decline in all tested students scoring a level 3 or 4 from 95.4% in 2010 to 93.2% in 2012. Our SWD (Students with Disabilities) showed a 11.6% decline in scoring a level 3 or 4 over the three year period. We found a need for improved outcomes in application of mathematical thinking and showing evidence of mathematical thinking which implementing the two units will provide.

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) key personnel 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.
- ***Design and schedule PD provided by principal, assistant principal, staff developer, CFN professional development***
- ***Analyze results of the October administration of the Acuity Math Baseline assessment to identify needs and subgroups to target for interventions***
- ***Analyze results of the January administration of the Acuity Math Benchmark assessment to identify needs, adjust plans and instruction, and interventions***
- ***Teachers by grade level will collaboratively develop units of study that incorporate appropriately challenging performance tasks requiring students to show fluency, conceptual understanding and application in mathematics***
- ***Collaboratively by grade level teachers will develop common assessments (CCSS-aligned rubrics) as part of the math units to assess the performance tasks***
  - **Principal will schedule time allotment for bi-weekly grade level meetings**

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
- ***Parent Workshops on CCSS in mathematics***

Budget and resources alignment

- Indicate your school's Title I status: ☒School Wide Program (SWP) ☐Targeted Assistance Program (TAP) ☐Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

X Tax Levy X Title I _____ Title IIA _____ Title III X Grants _____ Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

- ***Scheduling Common Preps – TL***

- ***Professional Development – Title 1 SWP, TL CFN Support***

- ***Parent Workshops – Title 1 SWP, Title III***

- ***Staff Developer – Title 1 SWP***

- ***Per Diem Substitute Teacher - TL***

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.

In ELA, teachers in grades PK-5 will design engaging, rigorous and coherent curriculum for a variety of learners and aligned to CCSS with the instructional curriculum for a variety of learners and aligned to CCSS with the instructional shift requiring students to ground reading, writing and discussion in evidence from the text. Rigorous habits and higher-order skills are emphasized across grades so that all learners, including ELLs and SWDs demonstrate their thinking. By June 2013, students will engage in at least two units in ELA, Science and/or Social Studies aligned across grades to close the achievement gap and promote college and career readiness in all grades as evidenced by units of study, student tasks and activities that demonstrate their thinking.

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.

Based on our NYS ELA results we saw a 0.8% increase in all tested students scoring a level 3 or 4 from 90.7% in 2010 to 91.5% in 2012. Our SWD (Students with Disabilities) showed a 2.5% decline in scoring a level 3 or 4 over the three year period. We found a need for improved outcomes in ELA in comprehending text complexity and grounding writing with text based evidence, with a focus on SWD's and ELLs which implementing these units will provide.

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) key personnel 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.
- ***Design and schedule PD provided by principal, assistant principal, staff developer, CFN Cluster Support Personnel***
- ***Analyze results of the January administration of the Acuity ELA Benchmark assessment to identify needs, adjust plans and instruction, and interventions***
- ***Teachers by grade level will collaboratively design rigorous units of study and common assessment rubrics aligned to CCSS to assess the challenging performance tasks***
  - ***Principal will schedule time allotment for weekly grade level meetings***

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

- ***Parent Workshops on CCSS in ELA***

Budget and resources alignment

- Indicate your school's Title I status: ☒School Wide Program (SWP) ☐Targeted Assistance Program (TAP) ☐Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

X Tax Levy X Title I _____ Title IIA X Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

- ***Scheduling Common Preps – TL***

- ***Professional Development – Title 1 SWP, TL CFN Support***

- ***Parent Workshops – Title 1 SWP, Title III***

- ***Staff Developer – Title 1 SWP***

- ***Per Diem Substitute Teacher – TL***

- ***After School ELA Program for ELLs and Former ELLs – Title III***

ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	• Wilson Reading Program • Reading with Purpose Strategies before reading: preview, discuss, predict, connect • Strategies during reading: question text, question author, determine context clues • Strategies after reading: retell, clarify points of confusion, make connections: text-to-self; text-to-text; text-to-world. • Summarizing	Small group Whole group	Early morning –before school After school program Push-in during the day
Mathematics	• Explicit and Systematic Instruction • Representation Techniques	Small group Whole group	Early morning – before school After school program

Science	• Academic vocabulary and content	Small group One to one	Push-in during the day
Social Studies	• Academic vocabulary and content	Small group Whole group	Push-in during the day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	• Counseling • Social Skills	Small group Individual	Pull-out during the day

HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

100% of the teaching staff 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 classrooms 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. Teachers are taught a common language through the use of Danielson's framework. Demonstration lessons are provided so that new teachers can implement successful techniques and practices in their classrooms. All teachers in PS 31 are supported with high quality professional development workshops which are differentiated to address the needs of both new and experienced staff, directing their attention to individual strengths and weaknesses, grade level needs, content area focus and teacher learning styles. We have devoted sessions this year toward instructional shifts to further implement the CCSS and designing units of study in both ELA and Math. The administration, staff developer and CFN Support Staff will contribute toward this high quality professional development. 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(s). 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 upcoming 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. Our goal is to ensure the continued achievement for all of our students. The ongoing learning of our professional staff will support us in attaining our goal. PS 31's highly successful and intensive mentoring program is a major element of the support and professional development for new teachers. This will ensure high quality teaching to ascertain that all students including students with disabilities and English language learners receive sound instruction by highly qualified teachers,

DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies 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. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

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;***
- ***Events to support, parent 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 will 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 1/17/2013 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 January 18, 2013.
Principal Signature_____

Date_____

As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.

For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.

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%

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 availabe 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 representng 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☐	No☒	If yes, indicate language(s):
Dual language program	Yes☐	No☒	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**	**Tot #**
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	Tot #
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)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total
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	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

Dual Language (ELLs/EPs)
9-12

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	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**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**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

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.

A. Programming and Scheduling Information

The diverse needs of our ELLs who have disablilities are met through a combination of push-in and pull-out models. Students are grouped by their level of proficiency according the the NYSESLAT, Periodic Assessments, school and teacher assessments. Evidence of student progress is provided by ongoing assessment. Assessments may indicate a need for mid-course changes. Students strengths and weaknesses in Listening and Speaking (L/S) and Reading and Writing (R/W) are analyzed to determine curriculum, plan instruction and scheduling. In addition, the ESL teacher is familiar with each particular students' needs via IEP and all services are provided according to the IEP mandates. Progress is monitored and discussed weekly between the ESL teacher, IEP teacher and other providers.

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 speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts				
Social Studies:				
Math:				
Science:				

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

	Beginning	Intermediate	Advanced
ESL instruction for *all* ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for *all* ELLs as required under CR Part 154			180 minutes per week
For TBE /DL programs: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	Beginning	Intermediate	Advanced
ESL instruction for *all* ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for *all* ELLs as required under CR Part 154			180 minutes per week
For TBE /DL programs: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

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)		
100%			
75%			
50%			
25%			
	Dual Language		
100%			
75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

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

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

3. Professional development is provided by school staff and the Community Learning Support Personnel Organization. The focus of our professional development program is based on improving the literacy needs of our ELL population. The main thrust of our focus is on Differentiating Instruction, Analyzing Data, and Scaffolding Instruction for English Language Learners. Professional development is also given on the use of technology – Lexia, One More Story, Rosetta Stone, utilizing the ELL Treasures program component to scaffold instruction.
Professional development will be geared for all personnel who work directly with ELLs, including the assistant principal, classroom teachers, cluster teachers, paraprofessionals and guidance counselors. Also included will be support staff: occupational therapists, speech therapists, secretaries and the parent coordinator. Topics will include Second Language Acquisition, Descriptions of Proficiency Levels, Scaffolding Strategies, ESL Methodologies and The Bilingual Home.

E. Parental Involvement

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

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

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

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

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

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	12	3	2	0	0	0								17

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

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

1. The standardized assessment tool PS 31 utilizes to assess the early literacy skills of our ELL students is the ECLAS-2. The data shows that our ELL students are making very good progress in meeting all of their benchmarks on the assessment. The trend shows that kindergarten and first grade ELLs have the most difficulty in meeting their benchmarks, and the second and third grade ELLs are making tremendous progress. In 2011, 100% of second grade ELLs met all of their benchmarks. Comparing the data from the last three years, kindergarten students meeting benchmarks decreased by 13%, first grade decreased by 55%, and second grade showed an increase of 10% from 2009 to 2011. Our early childhood ELL students are making good progress as they move through the early childhood grades.

	Grade K	Grade 1	Grade 2	Grade 3
2010-2011				
Total # of ELL Students	5	12	3	0
# Met All Benchmarks	0	3	3	N/A
% Met All Benchmarks	0%	25%	100%	N/A
# Did Not Meet All Benchmarks	5	9	0	N/A
% Did Not Meet All Benchmarks	100%	75%	0%	N/A
2009-2010				
Total # of ELL Students	16	5	1	4
# Met All Benchmarks	7	4	1	4
% Met All Benchmarks	44%	80%	100%	100%
# Did Not Meet All Benchmarks	9	1	0	0
% Did Not Meet All Benchmarks	56%	20%	0%	0%
2008-2009				
Total # of ELL Students	8	5	10	4
# Met All Benchmarks	2	4	9	4
% Met All Benchmarks	25%	80%	90%	100%
# Did Not Meet All Benchmarks	6	1	1	0
% Did Not Meet All Benchmarks	75%	20%	10%	0%

The early literacy benchmarks on ECLAS-2 that our ELL students are having difficulty meeting are rhyme generation, syllable clapping, and vocabulary. The implications from the school's LAP regarding instruction are derived from the analysis of the data in NYSESLAT, E-CLAS-2, E-PAL, Acuity, Scantron Performance Series, Lexia, School-wide Assessments, Teacher-made Assessments and Observations. Action plans are created from the areas of need and strengths noted in the data. Our program this year includes:

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

*Unit planning will be geared to the listening and speaking skills involved in rhyme generation.

*Small group Academic Intervention classes in ESL to target language modalities according to their needs.

*Early morning small group ESL classes to support language proficiency and academic progress.

*Wilson Reading Program/Fundations, and Wilson magnetic journals will support syllable clapping.
*Students will utilize Leap Pads to address meeting vocabulary benchmarks.

2. The patterns and trend across the proficiency levels on the LAB-R show that over the three year period from 2009-2011, the number students scoring at the beginner proficiency level has decreased by 62%, from 100% in 2009 to 38% in 2011. In 2011 we had 0% of students scoring at the intermediate proficiency level, 21% in 2010 and 0% in 2009. Students scoring at the advanced level during the administration of the LAB-R over the last three years have increased by 62%, from 0% to 62%.

LAB-R

Proficiency Level	2011	2010	2009
Beginning	38%	50%	100%
Intermediate	0%	21%	0%
Advanced	62%	29%	0%

The patterns and trends on the NYSESLAT revealed by the data over the last three years show our ELL students making gains. Our ELL students have shown a decrease of 8%, from 35% in 2009 to 27% in 2011 in the number of students reaching proficiency on the NYSESLAT over the last three years. Students reaching the intermediate level have also increased by 1%, from 19% to 18% over the same period. Our beginners have increased as well by 4%, from 14% to 18% however, our largest poplulation of newcomers is at the kindergarten level.

NYSESLAT

Year	# Tested	% Beginner	% Intermediate	% Advanced	% Proficient
10-11	22	0.18	0.18	0.37	0.27
09-10	42	0.14	0.24	0.19	0.43
08-09	37	0.14	0.19	0.32	0.35

NYSESLAT results over the past three years show a 14% decrease for all tested ELL students in all grades reaching proficiency in LS (Listening & Speaking) from 55% in 2009 to 41% in 2011. However, the same group shows a 9% increase for students reaching the advanced level over the same time frame. All tested students reaching proficiency in RW (Reading & Writing) show a decrease of 13% for all tested ELL students from 40% in 2009 to 37% in 2011. However, students in the same group show an increase of 20% reaching the advanced level. K-1 all tested students shwo a 12% increase in students reaching proficiency in LS over the three year period. Students in grades 2-4 show a decrease of 7% in LS over the three years. Grade 5 studentds show an increase of 33% in LS over the three years. Students in grades K-1 show a significant increase of 12% reaching proficiency in RW, from 14% in 2009 to 22% in 2011. Students in grades 2-4 show an increase of 54% reaching the advanced level over the three years. GE (General Education) ELLs made tremendous gains over the three years in reaching proficiency in LS. K-1 GE ELLs gained 15%, 2-4 GE ELLs gained 23% and grade 5 GE ELLs gained 33% from 2009 to 2011. GE ELLs in K-1 reaching proficiency in RW increased 8% and 2-4 increased 3% over the three years. ELL SWD (Students with Disabilities) made the most gains in K-1 in LS with a gain of 20% and RW increased 20% for students reaching proficiency over the three years as well.

Our ELL students taking the ELA also performed extremely well with 100% of students scoring a level 3 or 4 in 2011. Our ELL students scoring at levels 3 & 4 have increased by 8% from 92% in 2009 to 100% in 2011. Additionally, our former ELL students (F-ELLs) are high achievers on the NYS ELA. In 2010-2011, 84% of F-ELL students in grades 3, 4 & 5 achieved a level 3 or 4. Our F-ELLs scoring levels 3 & 4 have decreased by 4% from 100% in 2009 to 96% in 2011. However, all of NYC showed decreases in ELA.

ELL Students 2009-2011
% by Performance Level on NYS ELA

ELL	10-11	09-10	08-09
Level 1	0%	0%	0%
Level 2	0%	20%	8%
Level 3	100%	70%	92%
Level 4	0%	10%	0%
Total #	1	10	12

F-ELLs 2009-2011
% by Performance Level on NYS ELA

F-ELL	10-11	09-10	08-09
Level 1	0%	0%	0%
Level 2	4%	12%	0%
Level 3	84%	48%	73%
Level 4	12%	40%	27%
Total #	26	25	26

Our current ELLs and F- ELL students have achieved incredible results on the NYS Mathematics Assessment. ELL students have steadily maintained between 96% and 100% of students scoring levels 3 & 4 over the past 3 years. Our former ELL students have also consistently scored between 96% and 100% achieving levels 3 & 4 over the same time frame. In 2011, 81% of former ELLs achieved a level 4 on the NYS Math assessment.

ELL Students 2009-2011
% by Performance Level on NYS Math

	10-11	09-10	08-09
Level 1	0%	0%	0%
Level 2	0%	4%	0%
Level 3	0%	60%	29%
Level 4	100%	34%	71%
Total #	1	14	14

F-ELL Students 2009-2011
% by Performance Level on NYS Math

	10-11	09-10	08-09
Level 1	0%	0%	0%
Level 2	0%	4%	0%
Level 3	19%	8%	15%
Level 4	81%	88%	85$
Total #	26	25	27

Both our ELL population and our F-ELL population have achieved extraordinary results on the NYS Science Assessment. In 2011, 2010, and 2009, 100% of our F-ELL (Former ELL) fourth graders achieved a level 4. We did not have any ELL students in grade 4 in 2011, however in 2010 and 2009, 100% of all ELL students achieved a level 4 on the NYS Science Assessment.

NYS Science
ELLs % by Performance Level

Year	# of Students	Level 1	Level 2	Level 3	Level 4
2010-11	0	N/A	N/A	N/A	N/A

2009-10	3	0	0	0	100%
2008-09	7	0	0	0	100%

NYS Science
F-ELLs % by Performance Level

Year	# of Students	Level 1	Level 2	Level 3	Level 4
2010-11	14	0	0	0	100%
2009-10	7	0	0	0	100%
2008-09	6	0	0	0	100%

3. Instructionsl decisions are made based on the analysis of the data from NYSESLAT, NYS ELA, Acuity, Scantron Performance Series, Lexia, School-wide Assessments, Teacher-made Assessments and Observations. Action plans are created from the areas of need and strengths noted in the data. Our instructional program this year includes an emphasis on READING/WRITING:
*Target ESL instruction on Reading and Writing due to a slight decrease in that modality. In order to support our students' academic achievement, we will include the following:
-Modify the educational program and action plans based on the progress and performance of ELL students, monitored regularly.
o Extended Day (Morning) classes in ESL to target language modalities according to the students' needs.
o Extended Day (After school) classes in ESL to improve language development, academic progress and prepare students for the format of the NYSESLAT Assessments.
-Teachers of ELL students provide scaffolds, support the learning of academic language and vocabulary, provide visuals, charts and dictionaries to support writing.
-Wilson Reading Program/Fundations support with Wilson magnetic journals, Wilson activity books and Wilson readers to support decoding, and fluency.
-Ensure that teachers are provided with professional development opportunities, and participate in professional development focusing on ELL instructional needs - READING/WRITING.
-Ensure that the ESL Collaborative Inquiry Team works together to continually analyze ELL data, identify strengths, needs and to monitor progress.
-Modify the educational program and action plans based on the progress and performance of ELL students.
-Ensure that the literacy coach works closely with teachers to support rigorous instruction.
-Ensure time for collaboration between classroom teachers and ESL teacher.
-Ensure resources are allocated to fund ELL Study Group for teachers.
-Providing resources for additional supports, such as books on tape, electronic bilingual dictionaries, Lexia, onemorestory.com, and RAZkids.com for every classroom with ELL students.
-ELL Students will receive electronic speaking bilingual dictionaries to use at home.

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

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

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

environment, a bilingual setting or both.

6. We evaluate the success of our ELL program based on our students' progress in making gains in moving through the proficiency levels as measured by NYSESLAT, as well as our ELL students and F-ELL students achieving levels 3 & 4 in ELA, Mathematics, Science and Social Studies. We have a rigorous academic program, provide interventions and extra-curricular programs which support our ELL students with cognitive development, and academic skills so that they succeed in all subject areas. We check on their progress at regular intervals.

Additional Information

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

Part VI: LAP Assurances

School Name: PS 31 **School DBN:** 14K031

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

School Name: PS 31		School DBN: 14K031	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2012-2013

Requirement under Chancellor's Regulations – for all schools

DBN: 14K031 **School Name:** 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/oral translation/interpretation services during a PTA meeting.

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

Our PTA discussed written/oral translation/interpretation services during a PTA meeting. We discussed our findings during our School Leadership Team meeting. Our findings suggest that we need written translation of letters home, parent handbook (e.g. After School Programs, Parent Workshops, Testing Calendars, and our school web page) 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.

We will translate letters home into Spanish and Polish using Google Document Translator as well as the DOE contracted vendor to translate letters and more complex documents when necessary. Our school web page powered by echalk offers translations in 65 languages.

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 extra-curricular parent involvement activities. Teacher will be given the Translation Unit phone number to call during Parent Teacher conferences when they need to have translation in languages other than English, Spanish and Polish.

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

In order to disseminate vital information to non-English speaking parents and to encourage participation in their children's education we will:
a. Post a sign in each of the covered languages in our main office specifying that written notification can be obtained from the main office. We will instruct parents of their rights and how to obtain such services.
b. Address language interpretation procedures in school safety plan.
c. Notify parents that further information regarding translation/interpretation services can be obtainted on the DOE website, <www.schools.nyc.gov>.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction**: activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
  - The Title III supplemental instructional services must be based on student need
  - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
  - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
  - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is "of sufficient intensity and duration to have a positive and lasting impact on the teachers' performance in classrooms."
  - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
  - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the School Allocation Memo #66 or contact your Senior ELL Compliance and Performance Specialist. Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School: Samuel F. Dupont	DBN: 14K031
This school is (check one): ☒conceptually consolidated (skip part E below) ☐NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): ☐Before school ☒After school ☐Saturday academy ☐Other:
Total # of ELLs to be served: 10 Grades to be served by this program (check all that apply): ☐K ☐1 ☐2 ☒3 ☒4 ☒5 ☐6 ☐7 ☐8 ☐9 ☐10 ☐11 ☐12
Total # of teachers in this program: 1 # of certified ESL/Bilingual teachers: 1 # of content area teachers: 0

Part B: Direct Instruction Supplemental Program Information
Describe the direct instruction supplemental program here and include the • rationale • subgroups and grade levels of students to be served • schedule and duration • language of instruction • # and types of certified teachers • types of materials
Begin description here: ELLs participate in our school wide after school program according to student need. This is determined by data culled from various sources including NYSESLAT results, periodic assessments, school and classroom tests, as well as teacher observation. These classes will be designed to suit the individual needs of ELLs and Former ELLs. Two grade 3 -5 classes will be targeted in order to support our learners to English language proficiency and beyond. These classes will be designed to suit the needs of ELLs and Former ELLs ranging from beginning through proficient levels and will receive differentiated instruction from a teacher certified in ESL. The program will be after school on Mondays and Wednesdays, allowing for 180 minutes of instruction in ELA two times per week. The duration of the program will be twelve weeks. Grade three will be comprised of seven ELL students eligible for Title III Supplemental Services. Of the eleven students who took the NYSESLAT last spring, 55% are working at the advanced level and 9% are at the intermediate level. One hundred percent of our third graders show reading and writing as the modalities that need strengthening in order to reach proficiency. All but 9% (1 student) are proficient in the modalities of listening and speaking. One hundred percent (2 students) of our fourth grade ELLs are functioning at the advanced level. These two students are proficient in listening and speaking and show reading and writing as the modalities that need strengthening in order for them to reach proficiency. Instruction for grades three and four will therefore be targeted to reading comprehension geared to higher order thinking skills such as drawing conclusions, author's purpose, making inferences, etc. Writing instruction will focus on strengthening skills using english language conventions as well as practice with expository writing based on graphic organizers. Writing for the ELA will also be highlighted. Grade five is comprised of one ELL who is functioning at the beginning level in listening, speaking, reading and writing. The instruction for this learner will utilize the Wilson Reading/Fundations Program in addition to the Treasures series by Macmillan and trade books. Due to the low number of ELLs eligible for ESL services, we will be able to open our Title II Program to Former ELLs. The subgroup Former ELLs will be targeted in a second class after school on Mondays and Wednesdays. Grade three is comprised of eleven Former ELLs. Grade four consists of four Former ELLs, and grade five includes four Former ELLs. All of these ELLs are proficient according to NYSESLAT results, but can benefit from direct instruction in reading comprehension geared to higher order thinking skills such as drawing conclusions, author's purpose, making inferences, etc. Writing instruction will focus on strengthening skills using English language conventions. Writing for the ELA will aso be highlighted. Instruction will be scaffolded and differentiated in order to meet the needs of the Former Ells, who may be functioning at a higher level in these areas.

Part C: Professional Development
Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs. • rationale • teachers to receive training • schedule and duration • topics to be covered • name of provider
Begin description here: As a true community of learners we value continual learning, refinement of our teaching skills, and expanding our knowledge base with the latest research. Our Title III Professional Development Program will be facilitated by our ESL teacher, Nancy Pease. The rationale for the Program will be to provide the highest quality instruction possible to our ELLs. This instruction will be aligned with the Common Core Standards. We will train classroom teachers in topics affecting their learners including methodologies based on the latest research aligned with the Common Core Standards. The professional development will be targeted to classroom teachers as well as the teacher providing after school services. The program will be comprised of two 90 minute sessions to be held after school. Our ESL teacher is sent to workshops and conferences given outside of our school, on topics such as Strengthening Teaching Practices for ELLs, The Challenge of Learning Academic English, and RTI for ELLs. Consultants are invited in to provide professional development as well. Our ESL teacher will turnkey methodologies based on the latest research. Topics will include Differentiating Reading and Writing Instruction for ELLs, Strengthening Skills Using English Language Conventions, Helping ELLs Write Expository Essays Based on Graphic Organizers and The NYSESLAT; an Overview. In addition, we will use the The Title III funding to form an ESL Study Group focusing on the Common Core Standards for ELLs.

Part D: Parental Engagement Activities
Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process. • rationale • schedule and duration • topics to be covered • name of provider • how parents will be notified of these activities
Begin description here: 1. The Parental Engagement activities will be held on January 28, 2013 from 9:30 a.m. to 11:00 a.m. The rationale for the session will be to provide family members of our English Language Learners with the highest quality information available on topics affecting their children. They will be introduced to the Common Core Standards and NYSESLAT. Topics will include Understanding the Common Core Standards, NYSESLAT Analysis, and Reading Strategies to Help Your Children at Home. Parents will be notified of this session through letters sent home via backpack, our school website and telephone. 2. PS 31 has an active Parent-Teacher Association (PTA) whom support of our school. At regularly

Part D: Parental Engagement Activities
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 our website, 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. 3. 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. Topics including the NYSESLAT and its modalities, the importance of parents reading to students in either first or second languages, as well as Understanding the Common Core Standards are covered. A lending library is available to parents to encourage parents to read to their children and children to read to their parents. 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 for families of ELLs. All our PS 31 families bring home-cooked dishes to school to share their culture with students teachers and staff.

Part E: Budget		
FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.		
Allocation Amount: $		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) • Per session • Per diem		
Purchased services • High quality staff and curriculum		

Part E: Budget		
FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.		
Allocation Amount: $		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
development contracts.		
Supplies and materials • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		