



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: THE WILLIAM T. DAVIS SCHOOL, PS 31

DBN (DISTRICT/ BOROUGH/ NUMBER): 31R031

PRINCIPAL: PATRICIA A COVINGTON

EMAIL: PCOVING@SCHOOLS.NYC.GOV

SUPERINTENDENT: **ERMINIA CLAUDIO**

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
Patricia A Covington	*Principal or Designee	
Elaine Arnold	*UFT Chapter Leader or Designee	
LaTonja McMillen	*PA/PTA President or Designated Co-President	
Barbara Shiel	DC 37 Representative, if applicable	
n/a	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
n/a	CBO Representative, if applicable	
Debra Schwartz	Member/staff	
Linda Woolverton	Member/staff	
Jacqueline Tejada	Member/parent	
Sharri Dixon	Member/parent	
Tamara Pierce	Member/parent	
Shaneka Loftin	Member/parent	
	Member/	

** 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

- By June 2013, 35% of all Students With Disabilities (SWD) including English Language Learners (ELLs) will demonstrate more than 1 years progress (an increase of at least 4 levels) in ELA performance as measured by TCRWP assessment of reading levels.

Comprehensive needs assessment

Improvement in literacy performance of Students With Disabilities is required as evidenced by the following:

- In 2011-2012, 29% of students with disabilities demonstrated a minimum of 1 year of progress as measured by TCRWP assessment of reading fluency and comprehension.
- NYSTART reports for ELA exam show that 92% of SWDs scored below proficient with 60% scoring level 1 and 32% scoring level 2.
- NYSTART reports for ELA exam show that 100% of the SWDs who are also ELLs scored below proficient with 79% scoring level 1 and 21% scoring level 2.
- NYSTART reports for the NYSESLAT exam show that 5% of the ELLs who are also SWDs scored proficient in the Reading/Writing strand.
- Progress report data indicated that 60.3% of the SWDs scored at or above 75th Growth Percentile. This is an improvement over the 50% who scored at or above 75th growth percentile in 2011.
- Differentiated Accountability SQR recommendations in 2011 indicate that students should be expected to increase a minimum of 4 levels over the course of the year.

Instructional strategies/activities

Research-based instructional strategies and activities that will be used to achieve this goal.

- **Strategies/activities that encompass the needs of identified student subgroups:** All Students with disabilities (SWD) will receive small group direct and guided instruction focusing on concepts of comprehension and creating daily written responses to reading. Activities may include Wilson, Reading and Writing Sourcebook or similar programs depending on identified instructional needs in addition to grade level read alouds and texts. Student progress will be monitored using data from periodic assessments such as TCRWP, Performance Series, Acuity, ELL periodic assessments as well as teacher made assessments, observations and student conferences. Individualized instructional goals will be developed based on this data. Technology including Destination Reading, Raz-Kids, and Performance Series will be used to address individualized needs.
- **Key personnel and other resources used to implement these strategies/activities :** Staff developer will provide coaching, modeling, low inference observation feedback and professional materials to facilitate professional development of appropriate strategies/activities. In addition, professional development in the delivery of standards based lessons and comprehension strategies will be provided by Readworks.org staff and resources. School leaders will review accuracy of running record assessments and provide professional development to develop capacity to accurately analyze results. School leaders will conduct observations based on the Danielson rubrics to provide feedback to teachers based on professional competencies.
- **Steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities:** Teachers will participate in collaborative planning and inquiry sessions to create lessons and assessments geared toward core curriculum based learning outcomes. In collaborative groups, teachers of students with disabilities will look at student work, expected learning outcomes and modify assessments and instruction to differentiate them to meet student needs. Teachers will record reading levels and analysis of strengths and development needs in Reading Tracker to facilitate the analysis and sharing of student performance.
- **Timeline for implementation:** Implementation will begin with professional development on September 4, 2012 and will be an ongoing process throughout the school year. Teachers will report student reading progress 4 times a year. Teachers will submit samples of student work on a monthly basis.

Strategies to increase parental involvement

Strategies outlined in the Title 1 Parent Involvement Policy (PIP) include

- Providing materials and training to help parents work with their children to improve achievement. Subscriptions are maintained to several internet sites including Raz-Kids and Destination Reading to facilitate practice at home.
- Facilitating school walk throughs to build capacity for parental involvement in academics, planning and decision making
- Maintaining an open door policy for parents to address their concerns
- Providing regular, timely updates on student progress to parents
- Providing training and access to ARIS

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I CONCEPTUAL CONSOLIDATION
- Select the fund source(s) that your school is using to support the instructional goal.

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

If other is selected describe here:

Service and program coordination

- Parents are encouraged to have students participate in the free breakfast and lunch feeding programs to ensure nutritional needs are met.
- Students in temporary housing are supplied with instructional materials, uniforms, coats and bookbags as needed
- Instructional materials such as Explode the Code will be purchased to provide additional instruction and practice to meet needs of the students.

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

- By June 2013, there will be a minimum of a 5% increase (from 30% to at least 35%) in the number of all students in grades 3-5 including SWDs and ELLs performing at levels 3 & 4 on the NYS ELA exam, as evidenced by growth in the average student proficiency on the NYC Progress Report.

Comprehensive needs assessment

- NYSTART reports show that 69.8% of students scored below proficient with 26% scoring level 1 and 43% scoring level 2. 8% of SWDs and 5% of ELLs scored at or above proficient.
- Progress report data indicates that the median adjusted growth percentile for ELA is at the 70th%ile which is at 72.2% of the peer range and 70.2% of the city range. The median adjusted growth percentile for the school's lowest third is 83% which is 84.1% of the peer range and 88.3% of the city range.
- In 2011-2012, the average change in reading levels for all students in grades three, four and five as measured by TCRWP assessment of reading fluency and comprehension was 2.3 levels; below our expectation of a minimum of 3 levels for this grade band.
- School Quality Review indicates the need to develop additional assessments to more effectively align instruction to student needs. Recommendation also indicated the need to plan and deliver more rigorous differentiated instruction.

Instructional strategies/activities

Research-based instructional strategies and activities that will be used to achieve this goal.

- a) **Strategies/activities that encompass the needs of identified student subgroups**, Student performance data will be collected using TCRWP reading levels, performance series and Acuity periodic assessments. Literacy curriculum will be revised on an ongoing basis to develop coherence across the grades and school-wide. Concepts of comprehension and daily writing in alignment with the Common Core State Standards will be embedded in lesson plans that stress the gradual release of responsibility from the teacher, to the group and finally to independent work. All students will receive small group guided reading instruction on a daily basis to address specific instructional goals. In addition, students at risk will receive additional small group instruction during a designated AIS period each day. Additional programs such as Destination Reading, Raz kids and Performance Series will be used to provide specific instruction and practice to meet individualized student goals. Student performance will be monitored periodically using the above assessments in addition to teacher made assessments and observations with goals being adjusted as needed. Emphasis will be placed on collecting pre-unit assessments in addition to end of unit assessments to more accurately determine learning goals and measure progress. Teachers on all grades are given a specific teacher inquiry team period each week to look at student work and plan rigorous instruction to meet students' needs. Additionally, teachers have a minimum of two common planning periods each week.
- b) **Key personnel staff and other resources used to implement these strategies/activities**, Staff developer will model "best practices" in classrooms to increase the capacity of teachers to deliver high quality instruction. Teachers are encouraged to observe model lessons and delivery of instruction by colleagues. Staff developer provides coaching, low inference observation feedback and professional materials to facilitate professional development of appropriate strategies/activities. In addition, professional development in the delivery of standards based lessons and comprehension strategies will be provided by Readworks.org professional development staff and resources. School leaders will review accuracy of running record assessments and provide professional development to develop capacity to accurately analyze results. School leaders will conduct observations based on the Danielson rubrics to provide feedback to teachers based on professional competencies.
- c) **Steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities**, Teachers will participate in collaborative planning and inquiry sessions to create lessons and assessments geared toward core curriculum based learning outcomes. In collaborative groups, teachers will look at student work, expected learning outcomes and modify assessments and instruction to differentiate them to meet student needs. Teachers will record reading levels and analysis of strengths and development needs in

Reading Tracker to facilitate the analysis and sharing of student performance.

- d) **Timeline for implementation.** Implementation will begin with professional development on September 4, 2012 and will be an ongoing process throughout the school year. Teachers will report student reading level progress 4 times during the school year. Teachers will submit samples of student work each month.

Strategies to increase parental involvement

Strategies outlined in the Title 1 Parent Involvement Policy (PIP) include

- Providing materials and training to help parents work with their children to improve achievement. Subscriptions are maintained to several internet sites including Raz-Kids and Destination Reading to facilitate practice at home.
- Facilitating school walk throughs to build capacity for parental involvement in academics, planning and decision making
- Maintaining an open door policy for parents to address their concerns
- Providing regular, timely updates on student progress to parents
- Providing training and access to ARIS

Budget and resources alignment

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

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

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

If other is selected describe here:

Service and program coordination

- Parents are encouraged to have students participate in the free breakfast and lunch feeding programs to ensure nutritional needs are met.
- Students in temporary housing are supplied with instructional materials, uniforms, coats and bookbags as needed
- Instructional materials such as Explode the Code, non-fiction books, reading comprehension materials will be purchased to provide additional instruction and practice to meet needs of the students.
- Internet subscriptions will be maintained to provide additional instructional resources at school and home.

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

- By June 2013, all teachers on grade levels Pre-K through 5 will continue to participate in collaborative inquiry teams with a focus on strengthening student work by examining and refining curriculum, assessment and classroom instruction in alignment with the Common Core Learning Standards. Teachers will create a minimum of 2 ELA and 2 Math Common Core aligned units.

Comprehensive needs assessment

Mandates of the state and city Departments of Education require the alignment of lessons with the common core standards.

Citywide instructional expectations require the strengthening of student work by examining and refining curriculum, assessment, and classroom instructions. One unit of ELA and one unit of Math was created in the 2011-2012 school year. A minimum of one additional unit for each area is required for 2012-2013

Instructional strategies/activities

- 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**, Teachers working collaboratively in grade level teams will meet weekly to develop Common Core Aligned Tasks in ELA and Math embedded in units of study. Each unit of study will culminate in a performance task that will be analyzed using teacher developed rubrics and/or scoring guides. Lessons will be differentiated to provide multiple access points to curriculum to meet needs of SWDs, ELLs and other students. A minimum of 2 literacy units, that are also aligned to the science or social studies curriculum, and 2 math units will be created and delivered to each grade.
 - b) **Key personnel and other resources used to implement these strategies/activities**: Classroom and content area teachers will implement this activity by collaboratively planning, gathering resources, delivering instruction and analyzing student work. Staff developer will assist teachers in developing lessons, identifying resources, creating rubrics and looking at student work. School leaders will engage in cycles of formative observations and feedback to strengthen teacher practice to build capacity to develop rigorous lessons and instructional expectations. Professional development staff and online resources from Readworks will assist in developing units and lessons to culminate in common core aligned task.
 - c) **Steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities**, Teachers meet in collaborative groups to align lessons with common core standards. Pre and post instructional assessments are created to more accurately gauge instructional needs and progress towards expected learning outcomes. Teachers in each grade level team create the assessments based on the collective need determined through the collegial review of student work.
 - d) **Timeline for implementation**. Professional development for this task was initiated September 4, 2012. Collaborative meetings are ongoing. First unit in literacy and math will be completed in winter of 2012-2013. Second unit will be completed in spring 2013. Unit planning will continue on an ongoing basis.

Strategies to increase parental involvement

Strategies outlined in the Title 1 Parent Involvement Policy (PIP) include

- Providing materials and training to help parents work with their children to improve achievement. (Parents have been directed to websites such as engageny.com to obtain additional resources on Common Core aligned tasks.).
- Facilitating school walk throughs to build capacity for parental involvement in academics, planning and decision making
- Maintaining an open door policy for parents to address their concerns
- Providing regular, timely updates on student progress to parents

Budget and resources alignment

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

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

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

Support from Department of Education such as Common Core Library and network team professional development and advice will be used to assist in achieving these strategies and activities.

Engageny.org units and resources will be reviewed and used when appropriate.

ANNUAL GOAL #4 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 #4

- By June 2013, student attendance will increase by 4% from 90.7% to 94.7% for the 2012-2013 school year.

Comprehensive needs assessment

Progress report shows attendance rate of 90.7% which is significantly below peer and citywide index.

Differentiated Accountability SQR report in 2011 recommends an increase in expectation of at least 4%. The additional time on task as a result of improved attendance is critical for academic progress.

Instructional strategies/activities

Research-based instructional strategies and activities that will be used to achieve this goal.

- **Strategies/activities that encompass the needs of identified student subgroups**, School-wide instruction on importance of attendance. Recognition of students with perfect attendance on a periodic basis. Effective communication with parents regarding importance of attendance. Communication includes information in school newsletter, parent information handbook and conferences with parent coordinator and/or attendance teacher if needed. Increase parent familiarity with and access to ARIS including ability to review attendance data on an ongoing basis. Report absence and lateness totals on monthly progress reports to parents. Collaborate with PTA to identify transportation and other problems that may affect attendance. Pupil Accounting Secretary, classroom teachers and AIS teacher with attendance responsibilities collaborate to develop effective procedures for identifying students who require outreach. AIS teacher will review all data to identify trends on individual student, class and schoolwide basis. Attendance committee will meet monthly to determine necessary interventions. Utilize translation and interpretation services as needed to ensure accurate communication with parents/guardians. Collaborate with network attendance team to address attendance concerns. Attendance teacher and/or guidance counselor conduct outreach by means of phone calls, letters and home visits using ATS reports to identify students absent 5/10 days and open 407s. Principal conference with parent and/or students as needed. Partner with community organizations such as Project Hospitality and Staten Island Mental Health to provide parents with information about community resources. Families are enrolled with Wake Up NY as appropriate.
- **Key personnel and other resources used to implement these strategies/activities**, AIS teacher with attendance responsibilities, guidance counselor, classroom teacher, Pupil Accounting Secretary, Principal, Assistant Principal
- **Steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities**, Student attendance data is tracked using ATS reports. Teachers provide input in identifying current and potential attendance trends for individual students. Effectiveness is determined based on demonstrated improvement.
- **Timeline for implementation**. Attendance is tracked beginning September 6, 2012. Information is reviewed weekly. Attendance percentages are reviewed monthly.

Strategies to increase parental involvement

- Information and assistance with ARIS Parent link is provided to afford parents with information about their child's attendance and academic progress as well as links to other resources
- Monthly progress reports communicate student attendance and performance information
- Parents are encouraged to volunteer in classroom and with school activities
- Parent workshops and conferences are scheduled to provide information on curriculum, assessment and instructional expectations.
- Parent coordinator will serve as a liaison between school and families to ensure that school environment is welcoming to parents.
- School staff call parents to discuss impact of student attendance on academic performance

Budget and resources alignment

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

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

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

If other is selected describe here:

Service and program coordination

Strategies and activities are coordinated with assistance of family workers at shelters and ACS case workers when appropriate. Parents are advised of services they are entitled to through McKinney Vento Act by means of poster in school lobby and discussion with Pupil Accounting Secretary and AIS teacher. Parents are referred to additional agencies such as Staten Island Mental Health and Project Hospitality for support within the community.

ANNUAL GOAL #5 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 #5

- By June 2013, there will be a minimum of a 5% increase (from 38.2% to at least 43.2%) in the number of students in grades 3-5 including SWDs and ELLs performing at levels 3 & 4 in math, as evidenced by growth in the average student proficiency on the NYC Progress Report.

Comprehensive needs assessment

- NYSTART reports show that 59% of students scored below proficient with 16% scoring level 1 and 43% scoring level 2.
- New York City Progress reports indicate that the median adjusted growth percentile for Math is at the 55%ile which is at 45.4% of the peer range and 40.4% of the city range. For the schools lowest third, our percentile was 61% which is at 45.4% of the peer range and 40.4% of the city range.

Instructional strategies/activities

- Research-based instructional strategies and activities that will be used to achieve this goal.
 - a) **Strategies/activities that encompass the needs of identified student subgroups**, Student performance data will be collected using pre and post unit assessments from EveryDay Math and periodic assessments including Performance series and Acuity baseline and benchmark. Math unit planning will be revised on an ongoing basis to develop coherence across each grade. Common Core Standards will be embedded in lesson plans that stress the gradual release of responsibility from the teacher, to the group and finally to independent work. Additional programs such as Destination Math will be used to provide specific instruction and practice to meet individualized student goals. Student performance will be monitored periodically using the above assessments in addition to teacher made assessments and observations with goals being adjusted as needed. Emphasis will be placed on collecting pre-unit assessments in addition to end of unit assessments to more accurately determine learning goals and measure progress.
 - b) **Key personnel and other resources used to implement these strategies/activities**, Staff developer will model "best practices" in classrooms to increase the capacity of teachers to deliver high quality instruction. DOE Common Core library will be utilized to construct units, align lessons and tasks to units and for professional development materials. Teachers will be encouraged to observe model lessons and delivery of instruction by colleagues. Staff developer will provide coaching, low inference observation feedback and professional materials to facilitate professional development of appropriate strategies/activities. School leaders will review assessment data and provide professional development to develop capacity to accurately analyze results.
 - c) **Steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities**, Teachers will participate in collaborative planning and inquiry sessions to create lessons and assessments geared toward core curriculum based learning outcomes. In collaborative groups, teachers will look at student work, expected learning outcomes and modify assessments and instruction to differentiate them to meet student needs.
 - d) **Timeline for implementation**. Implementation will begin with professional development on September 4, 2012 and will be an ongoing process throughout the school year. Teacher teams will meet weekly. At least 2 unit aligned to common core will be developed; one in the winter and one in the spring.

Strategies to increase parental involvement

Strategies outlined in the Title 1 Parent Involvement Policy (PIP) include

- Providing materials and training to help parents work with their children to improve achievement. Subscriptions are maintained to several internet sites including Destination Math to facilitate practice at home.
- Maintaining an open door policy for parents to address their concerns
- Providing regular, timely updates on student progress to parents
- Parents may participate in school leadership team walk-throughs followed by debriefing sessions with school leaders to build capacity to understand school learning environment and educational expectations.
- Information and assistance with ARIS Parent link is provided to afford parents with information about their child's progress as well as links to other resources
- Monthly progress reports communicate student performance information
- Parents are encouraged to volunteer in classroom and with school activities
- Parent workshops and conferences are scheduled to provide information on curriculum, assessment and instructional expectations.

Budget and resources alignment

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

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

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

If other is selected describe here:

Service and program coordination

Strategies and activities are coordinated with assistance of family workers at shelters and ACS case workers when appropriate. Parents are advised of services they are entitled to through McKinney Vento Act by means of poster in school lobby and discussion with Pupil Accounting Secretary and AIS teacher. Students in temporary housing are provided with books, instructional resources, book bags, uniforms, etc. Parents are referred to additional agencies such as Staten Island Mental Health and Project Hospitality for support within the community.

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	Direct instruction and guided practice in phonemic awareness and phonics using Foundations, Before the Code, Explode the Code and Wilson	Small group	During school day
	Differentiated instruction using workshop model	Whole group, small group and one-to-one	During school day
	Periodic assessment using curriculum based, teacher developed assessments and running records in addition to Acuity and performance series to identify specific areas of development need	Whole group, small group and one-to-one	During school day
	Direct instruction and guided practice in specific skill and strategies by the classroom teacher in small groups for a minimum of 35 minutes during each school day	Small group	During school day in specific period designated for small group instruction

	<p>AIS teacher services on a push-in and pull-out basis Use of technology such as Destination Reading, Raz-Kids</p> <p>Vocabulary and reading comprehension direct instruction and guided practice for English Language Learners</p>	<p>Small group</p> <p>One-to-one</p> <p>Small group</p>	<p>During school day</p> <p>During school day</p> <p>After school day</p>
Mathematics	<p>Direct instruction and guided practice using manipulatives</p> <p>Direct instruction and guided practice in specific skills and strategies, small group during the school day</p> <p>Periodic assessment using curriculum based, teacher developed assessments in addition to Acuity and performance series to identify specific areas of development need</p> <p>Use of technology such as Destination Math</p>	<p>Small group</p> <p>Small group</p> <p>Whole group, small group, one-to-one</p> <p>One-to-one</p>	<p>During school day</p> <p>During school day</p> <p>During school day</p> <p>During school day</p>
Science	<p>Direct instruction and guided practice in specific skills and strategies, small group during the school</p>	<p>Small group</p>	<p>During school day</p>

	day Use of technology (computer assisted instruction)	One-to-one	During school day
Social Studies	Direct instruction and guided practice in specific skills and strategies	Small group	During school day
	Use of technology (computer assisted instruction)	Small group	During school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Counseling Home visits Conferences with parents/guardians Coordination of services with social service agencies	One-to-one and small group	During school 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.

Currently, 100% of the staff is highly qualified as defined by NCLB.

In the event of a pedagogical vacancy, strenuous efforts are made to hire a HQT.

Teachers are recruited using the open market and ATR when appropriate. Prospective teachers are interviewed by a team consisting of school administrators and staff developer. New teachers are supported through the formal mentoring process.

All teachers are supported through high quality professional development delivered by the full time staff developer.

Teachers are also encouraged to take part in professional development activities and turnkey the information to their colleagues. Additionally, instructional Leads were carefully selected to attend network sponsored professional development and are responsible for turnkey training in-house.

A teacher resource room is maintained that includes an extensive professional library, curriculum materials, sample lessons, classroom charts, etc.

Retention strategies include supporting the teachers in developing their effectiveness using the research based Danielson rubric. Teachers develop individual professional goals and school administrators provide support and assistance as needed. Teachers are observed informally using the Danielson rubric and provided with feedback and discussion. The staff developer is available to assist teachers at their request. Assistance may take the form of lesson modeling, low inference observation and feedback, professional development workshops and materials.

All teachers are part of a grade level team with meetings facilitated by an instructional leader. Teachers are assigned to grades taking into account their preferences, experience and professional capacity for the assignment. Teacher teams identify instructional materials, strategies, and curriculum plans for their grade and school administrators facilitate the acquisition of materials and supplies.

Teachers are provided with time to meet the planning and instructional requirements of their assignment. The weekly schedule includes a minimum of 2 common planning periods for each grade and one period of teacher inquiry to provide the additional time and support needed to develop effective Common Core Learning Standards-based instruction.

If a vacancy was filled by a teacher who was not highly qualified, Title 1 funding may be used to assist the teacher in meeting requirements.

**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.

PARENT INVOLVEMENT POLICY FOR PS 31

**THE WILLIAM T. DAVIS SCHOOL
PUBLIC SCHOOL 31**

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; This will include periodic School Leadership Team focused walk-throughs of classrooms to build capacity for increased involvement.
- 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; (As agreed upon by parents, funds may be used for refreshments and snacks for parents at Title 1 meetings and parent involvement workshops.)
- 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 a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing verbal progress reports that are periodically given to keep parents informed of their children's progress;
- providing written progress reports on a monthly basis to keep parents informed of their children's progress;
- maintain an "open door" policy to allow parents to consult with school administrators and/or parent coordinator
- 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;

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;
- maintaining an "open door" policy for parents to meet with school administrators and/or parent coordinator;
- 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.

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 J. Ruiz/D.Van Nostrand	District 31	Borough Staten Island	School Number 031
School Name The William T. Davis School			

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

Principal Patricia A Covington	Assistant Principal Linda Woolverton
Coach	Coach
ESL Teacher Debra Schwartz	Guidance Counselor Danna Taylor
Teacher/Subject Area Elaine Arnold/Literacy	Parent Jacqueline Tejeda
Teacher/Subject Area Debbie Borowka/Math	Parent Coordinator Diana Patras
Related Service Provider Alison Ward/Speech	Other Marissa Nieves/Speech
Network Leader Debra Van Nostrand	Other

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	0	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	484	Total Number of ELLs	31	ELLs as share of total student population (%)	6.40%
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Part II: ELL Identification Process

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

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

Paste response to questions 1-6 here

1. At the time of initial enrollment in a New York City public school, the parents/guardians are asked to complete the Home Language Identification Survey (HLIS) by the pupil accounting secretary Jennifer Gigliotti. For all initial enrollments, the pupil accounting secretary must contact a qualified pedagogue with a valid NYC teaching license to conduct an oral interview and assist the parent in the completion of the HLIS. An informal oral interview is conducted with all enrollments to identify if the student may possibly be an ELL. The informal interviews are conducted by Debra Schwartz, a certified ESL teacher. In the event she is not available, additional qualified pedagogues (certified Common Branch teachers) Elaine Arnold, staff developer, Debbie Borowka, staff developer, Kathleen McBratney, AIS teacher will conduct the interviews. The interview focuses on the questions on the HLIS to ensure the answers are reliable and valid. The above named pedagogues are English speaking. If a language other than English is indicated, the parent/guardian is provided with the HLIS in their native language if it is available. If the HLIS is not available in that language, an oral translator will be used. In the event a translator is not available at the school level, the interpretation and translation unit is called for assistance. When a language other than English is indicated, the oral interview of the parent and student is continued in the native language. Interpretation is provided by bilingual family worker, Evelyn Maldonado, or bilingual paraprofessionals, Sara Merino, Judith Watson, Otilia Harry or Delrita Warner, for Spanish speaking parents and by the parent coordinator for Chinese speakers. Interpretation in other languages is facilitated by parent volunteers or by a phone call to the translation and interpretation unit. If the responses on the HLIS indicate the home language is not English, the LAB-R is administered during the first 10 days of school. The LAB-R is administered by a certified ESL teacher, Debra Schwartz. It is hand-scored by the ESL teacher to determine if the student qualifies as an ELL. If the HLIS indicates that Spanish is the home language and the student qualifies as an ELL by virtue of the score on the LAB-R, the Spanish LAB is administered by the certified ESL teacher. Testing is completed within first 10 days of school and the results are reported to the parents and teachers immediately upon completion of testing. Scoring documents are submitted for scanning as required to ensure accuracy of the information in the ATS system.

ELLs are tested annually using the New York English as a Second Language Achievement Test (NYSESLAT) to determine their continued eligibility. The NYSESLAT is also used to assess a student's progress within the modalities of listening, speaking, reading and writing. As it is critical to ensure that all eligible students are assessed, ATS reports are used to accurately determine students to be tested. These are crossreferenced to ESL teacher information to ensure all students are identified. Several ATS reports are used including the RLER (eligibility for LAB-R, NYSESLAT) RLAT (NYSESLAT scores), and RESI (biographical data). All NYSESLAT testing is administered by certified ESL teacher, Debra Schwartz. Scheduling for testing is coordinated with test coordinator, Linda Woolverton, to ensure that all four components of test is administered in accordance with the schedule and requirements of New York State and New York City Departments of Education.

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

student is found to be an ELL, parents are invited to an orientation conducted by the certified ESL teacher. They are shown the video. The certified ESL teacher explains the three program choices. Parents are encouraged to ask questions to fully understand the programs. Parents are then asked to select the ELL program they prefer for their child. After selecting the program, parents are advised of the programs that are available at this school. Currently, we have a free standing ESL program. When the parent chooses a program that PS 31 does not offer, they are informed that the school will keep a record of their choice and will notify them when the program of their choice opens.

3. If the student qualifies as an ELL after the administration of the LAB-R, an entitlement letter is sent to the parent in their preferred language by the certified ESL teacher. Letters are hand delivered to parent when possible. If hand delivery is not practical, they are mailed home and a copy is back-packed home with the student. Through this letter, they are invited to the above referenced orientation session which takes place within 10 days of enrollment and provided with a parent survey and selection form. At the orientation, the parent watches the DVD, receives a brochure explaining the program and has an opportunity to discuss all programs with the certified ESL teacher. The parent can then complete and return the survey and selection form. The certified ESL teacher telephones parents who do not respond to the orientation invitation as an outreach effort. An additional copy of the invitation is backpacked home with the student. The parent coordinator may also attempt to contact the parent by phone. If a parent does not make a selection after all outreach efforts have been exhausted, the default program is Transitional Bilingual Education as per CR Part 154. Copies of enrollment letters, parent surveys and program selection forms are maintained by the certified ESL teacher in an ELL binder. The binder is located in room 311.

4. Currently, PS 31 has a free standing ESL program based on selection by most of the parents. As is explained in the entitlement letter, we make every effort to honor the program selected by the parent. If a parent chooses a Transitional Bilingual Education program, he/she is advised that they may transfer their child to another school in the district that has that program. Parents are also advised that if at anytime we have 15 students in 2 consecutive grades with a request for a particular program, we will reconvene a meeting with the parents. The entitlement letter and all explanations are provided to the parents in their native language. Placement letters are completed and distributed by the certified ESL teacher following the selections. At the beginning of each school year, the certified ESL teacher completes and distributes continued enrollment letters following receipt of NYSESLAT scores. Copies of entitlement and placement letters are maintained in the ELL binder by certified ESL teacher in room 311.

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

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

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	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	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained														0
Push-In	1	1	1	1	1	1								6
Total	1	1	1	1	1	1	0	0	0	0	0	0	0	6

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	31	Newcomers (ELLs receiving service 0-3 years)	22	Special Education	18
SIFE	0	ELLs receiving service 4-6 years	9	Long-Term (completed 6 years)	1

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	22		11	8		7	1			31
Total	22	0	11	8	0	7	1	0	0	31

Number of ELLs in a TBE program who are in alternate placement: 2

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

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
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

**Dual Language (ELLs/EPs)
K-8**

Number of ELLs by Grade in Each Language Group

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

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ____

Asian: ____

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	2	4	5	11	3	4								29
Chinese														0
Russian														0
Bengali	1													1
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other				1										1
TOTAL	3	4	5	12	3	4	0	31						

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?

A. Programming and Scheduling Information

Paste response to questions 1-7 here

1. Our school has a free standing ESL program. A typical schedule for students at the beginning and intermediate level of proficiency involves 3 push-in periods of not less than 45 minutes each per week and 5 pull-out periods of not less than 45 minutes each for a total of 360 minutes. A typical schedule for an advanced student is 180 minutes of pull-out instruction consisting of four 45 minute periods of instruction each week. The program model for the pull out periods is primarily ungraded homogeneous with students scheduled based on proficiency level. During push-in periods, students are heterogeneously grouped. Content area covered during the push-in periods consists of literacy, math, science and social studies. Content area instruction is also incorporated into pull out ESL classroom instruction. All instruction is provided by the certified ESL teacher.

2. Mandated instructional minutes are provided to all students. School administrators review student data and teacher schedules to ensure that the program model is followed. IEPs are reviewed by school administrators and the school assessment team. Currently students whose IEPs mandate bilingual instruction are assigned alternate placement paraprofessionals as PS 31 does not have a transitional bilingual class. These paraprofessionals provide native language instruction and the ESL teacher provides English language instruction.

PS 31 has one full time ESL teacher who ensures that students are served in the free standing ESL period in accordance with the instructional minutes mandated according to proficiency levels. Beginner and Intermediate students receive 360 minutes of ESL instruction while advanced students receive 180 minutes. In addition, ELA instruction is provided for ELL students by the classroom teacher for an additional 180 minutes per week.

Following is a sample schedule for a beginner student receiving free standing ESL services.

SAMPLE STUDENT SCHEDULE 2011-12 ESL

ESL Program Type: Free-Standing Push-in Pull-out Proficiency Level: Beginning

Period	Time	Subject
0	From: 8:15 To: 8:35	Morning Routines, Small group Instruction
1	From: 8:40 9:30	Reading, Foundations
2	From: 9:35 10:25	Math
3	From: 10:30 11:20	Social Studies, Science, Gym, Art, or Music
4	From: 11:25 12:15	Lunch
5	From: 12:20 1:10	ESL (Pull out) 5 times per week
6	From: 1:15 2:05	ESL (Push In) 3 times per week, content area instruction such as math, writing or literacy
7.	From: 2:10 3:05	Content area instruction; literacy, math, writing and daily reflection

3. The ESL teacher follows the core curriculum insuring that the students receive standards-based instruction. ESL methodologies are employed in the delivery of instruction. To encourage ESL students to become self-directed learners rather than teacher-dependent learners, the ESL teacher demonstrates proficient models of both oral and written English language. To further the infusion of content instruction, the ESL teacher uses the workshop model, cooperative learning, computers, leveled library and picture dictionaries. The ESL classroom is visually rich including paired pictures and words to encourage acquisition of English language vocabulary. The ESL teacher works collaboratively using a team teaching approach with the classroom teacher during push in periods providing on-going assistance including the necessary English language vocabulary in all content area instruction. Both the ESL teacher as well as the classroom teacher provides concrete experiences which will allow the language to become comprehensible. There is flexible grouping in the ESL classroom as well as the regular class based on the academic needs of the student as evidenced by the data obtained from various sources including Lab-R and NYSESLAT and periodic assessments. The ESL teacher meets with teachers on common preps, informal meetings and during articulation opportunities to determine the most effective way to provide content area support for ELLs. Planning includes adapting lessons for the classroom to support ELLs and planning to integrate content information in the pull out ESL classes. The ESL teacher creates a partnership with the classroom teacher to enhance communication between parents and teachers.

4. Students whose native language is Spanish are initially assessed with the Spanish LAB. Additionally, Spanish proficient paraprofessionals are available to translate assessment information for students to determine their acquisition of content area knowledge. New York State assessments in Math and Science are obtained in translated versions so that students are assessed in their native language

A. Programming and Scheduling Information

whenever possible. When translated state assessments are not available, students may be provided with a translator. Additionally, students are provided with bilingual glossaries.

Students who are referred to the School Assessment Team for evaluation are evaluated by a native language team.

5. Instruction is differentiated for ELL subgroups as follows:

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

b. ELLs in schools less than 3 years: classroom strategies include:

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

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

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

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

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

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

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

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

- *Specific instruction and assessment in listening and speaking

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

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

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

- * After school test preparation instruction led by a certified ESL teacher

- *The instructional plan for all ELLs including Students With Disabilities (SWD) are aligned with the state standards in ELA and math.

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

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

Additional 30 minutes of small group instruction is provided daily to enhance development of ELA skills and strategies.

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

6. IEPs of all ELL students are reviewed to determine the mandated services. ELLs with special needs are serviced in accordance with their IEP. ESL services are provided when indicated on the IEP in addition to other mandated services. SEC and ATS reports are reviewed to determine that mandated services are initiated. The SESIS system is used to track encounter attendance to document the delivery of these services. When an IEP mandates bilingual instruction, we assign an alternate placement paraprofessional to the student to ensure bilingual support. The ESL teacher, speech teachers and classroom teachers collaborate in identifying and delivering appropriate interventions for these students. These students are also eligible for Academic Intervention Services (AIS) that may include additional instructional materials, resources and AIS teachers. Reading volunteers and Learning Leaders may also assist these students. Grade level curriculum is used with differentiation to accommodate the needs of the ELL-SWDs including opportunities to listen to materials during teacher read alouds, audio books and the use of technology such as Raz-Kids and Destination Reading. Students are provided with the opportunity to engage in oral discussion and reports to strengthen speaking skills in accordance with grade level standards. Supplemental reading and writing material is used to facilitate development of literacy skills. This includes use of Wilson reading program, Source Books, grammar and vocabulary workshop materials.

7. During pull out periods, SWDs may be included with ELLs from general education classes in accordance with the group size specified on their IEP. ELL-SWDs are included with general education students during gym, art, music periods and lunch/recess time. Trips and other activities are planned on a grade level basis so that all students can participate equally.

A. Programming and Scheduling Information

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 <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language 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?

Paste response to questions 8-17 here

8. Targeted interventions programs for ELLs in ELA, math and other content areas are offered in English as follows.
- New Heights Reading Intervention
 - Foundations phonics (Grades K-3)
 - Simple Solutions Grammar and Writing Mechanics (Grades 1-3)
 - Wordly Wise vocabulary (K,1)
 - Reading Rescue (special education students)
 - Sadlier Oxford Vocabulary Workshop program (Grades 4-5)
 - Daily small group instruction in reading strategies provided by AIS or classroom teacher. Materials used for this reading include books and passages from the content areas of science and social studies.
 - Daily small group instruction in math content and strategies provided by AIS or classroom teacher
 - Differentiated instruction in all content areas
 - Individualized instruction using technology such as Destination Reading, Destination Math and Raz-Kids.
 - Center based activities such as ETA Cuisenaire Writing Destination and Conversation Cues Oral language Cards
 - Home Team Advantage Literacy Tool Kit
- Push in AIS is provided by the social studies and science cluster teachers on a weekly basis
9. ELL students who have reached proficiency on the NYSESLAT receive transitional support for 2 years. They may receive test accommodations during that time on classroom as well as state tests. These students may continue to take advantage of resources provided by the ESL teacher as well as any before or after school programs designed for ELLs. Other services provided throughout our school include AIS (Academic Intervention Services), Reading volunteers and Learning Leader programs. All students are eligible for SES programs.
10. After reviewing data, it was determined that the ESL teacher's program must be revised to include additional push-in periods of ESL services to ELLs who are in the self-contained special education program to support these students in their own classroom. A program is currently being planned to make internet resources that are available in multiple languages such as ARIS available to all parents during the school day to build capacity for parent involvement in student education and the school community. Based on recommendations made by the School Leadership Team, we are inviting parents of ELLs to spend time in their child's classroom during the school day to observe teaching practices and routines to strengthen the communication between home and school.
11. We do not anticipate the need to discontinue any current programs at this time.
- 12.. ELLs are afforded equal access to all school programs. Planned after school programs include test preparation, art and other enrichment programs and are open to all students. In addition, an after school Title 3 program is offered for additional literacy and test preparation instruction. All students are eligible for the SES program. Invitations to all programs are translated so that parents can understand and consent to the students' participation. Interpretation is available at parent workshops, parent teacher conferences and PTA

meetings so that parents have appropriate access to information. To ensure that ELLs have equal access to curriculum programs during the school day, students with the same native language are grouped for certain activities to assist each other. Also when needed, a translator will assist in clarifying instructions to student. Bilingual glossaries and dictionaries are available to assist students access content area materials. When available, Spanish language curriculum materials are provided to parents to enable them to support students with home based assignments.

After school programs are offered to extend and enrich the curriculum. Goal of afterschool test preparation programs is to provide students with additional practice in the skills and strategies required for standardized testing. The rationale for such programs is that students need additional time and support in a small group setting to facilitate the development of these skills. Title 3 funds are used for after school test preparation for ELL students. The goal of the arts enrichment program is to provide students with additional access to drama, music and visual arts. The rationale is to provide all students with an opportunity to experience success with and enjoyment of the arts. This program is funded in collaboration with a CBO, Sundog Theatre. School funds are used to provide additional enrichment activities such as trips to Broadway plays.

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

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

Native language materials includes RAZ-kids which contains a leveled library of books in Spanish. This library included fiction and non-fiction texts including informational texts in the content areas of science and social studies. Everyday Math materials are available in Spanish to support students. Bilingual dictionaries and glossaries are also available.

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

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

16. Before the beginning of the school year, all parents including parents of ELLs are invited to attend an orientation at the school. Students are invited to participate in a walk through of the school building to familiarize them with the school environment. Families of newly admitted students during the school year are offered the same opportunities for orientation and familiarization with the school environment.

17. Language electives are not available in this school.

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.

Paste response to questions 1-3 here

1. Professional development continues on an ongoing basis throughout the school year. Our school will provide the following Professional Development opportunities to all teachers including common branch teachers, speech teachers and the ESL teacher:
 - Units of study for writing and looking at students work in accordance with Common Core Learning Standards (CCLS)
 - CCLS aligned math unit
 - Increasing teacher effectiveness in accordance with research based rubrics
 - Balanced literacy and units of study in reading curriculum
 - Effective questioning strategies and techniques
 - Total participation techniques to improve student engagement
 - Recording and analysis of running records
 - Setting and monitoring progress towards individualized student goals based on data
 - Differentiating instruction
 - Integrating technology into the standards based curriculum
 - Understanding and using data from assessments including New York State ELA, Math Science, Social Studies, NYSESLAT, LAB-R exams, Periodic assessments such as ECLAS-2, Acuity Predictive and ITAs , and ELL Interim Assessments
 - Collaborative inquiry protocols and strategies

In addition, the ESL teacher, general and special education teachers participate in relevant workshops held on network and citywide level to receive additional training and support for improving teaching and learning for ELL students.

The assistant principal participates in network and citywide professional development workshops.

Paraprofessionals attend a professional development workshop on a monthly basis. Specific training sessions are scheduled as needed to provide paraprofessionals with skills and strategies to implement specific assignments.

Secretaries attend network and citywide professional development. In addition, secretaries are provided with professional development by the certified ESL teacher in policies and practices for enrollment of students.

Professional development is provided to parent coordinators, guidance counselors, psychologists, speech teachers, occupational and physical therapists on network and citywide basis. School facilitates the attendance of these providers at these workshops.

All staff are encouraged to pursue attendance at conferences and workshops. Teachers have received training in accessing

2. As students transition from elementary to middle school additional support is provided to the staff. Representatives from the middle school are invited to make presentations to our 5th grade teachers and students including ELLs and their parents in our school to provide information about the programs that are available. Parents and students are invited to open houses at the intermediate school to familiarize themselves with the programs and environment. The parent coordinator attends professional development in student enrollment opportunities and processes to assist parents. Teachers are familiarized with the middle school programs to assist students in preparing appropriate applications, portfolios and audition material if needed. Guidance counselor is provided with professional development by school leaders and ESL teacher to address student needs. Guidance counselor will serve as liaison between PS 31 and middle school to provide information about student needs to middle school to facilitate transition.

3. All teachers receive the minimum of 7.5 hours of ELL training as per Jose P. Special education teachers receive a minimum of 10 hours. The certified ESL teacher provides rigorous professional development in ESL standards and teaching strategies during training workshops. Training workshops are scheduled to take place during the school day and after school throughout the school year as needed to ensure training mandate is met by all teacher. Teachers may also be scheduled to observe the ESL teacher during push in and pull out periods. It is during such visits that teachers can view techniques and methodologies in practice. All teachers have access to professional materials such as the ELL resource library. Teachers are encouraged to participate in other professional development opportunities that may be offered by the Department of Education, UFT, etc. Participation in workshop instruction by the certified ESL teacher is documented with a sign-in sheet and agenda. Certificates of participation are provided to teachers to document the attendance for their records. Copies of certificates and other documentation of ESL training are maintained in the ELL binder which is kept in room 311.

E. Parental Involvement

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

Paste response to questions 1-4 here

1. PS 31 has an open door policy for all parents including parents of ELLs allowing them access to school administrators and the parent coordinator on a daily basis. Parents are invited to attend PTA meetings, curriculum workshops, open school week and parent teacher conferences. In addition, monthly progress reports are sent home for each student and parents are invited to meet with the teachers to discuss the report. Parents may attend the monthly assemblies to honor students recognized for achievement under our "Respect For All" initiative. Parents are encouraged to take part in the annual Learning Environment Survey. Spanish language interpretation and translation is provided for all of the above activities. For other languages, assistance from community members for interpretation and translation is requested. If it is not available, the interpretation and translation unit is contacted.

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

The School Leadership Team facilitates monthly classroom walkthroughs where parents are asked to focus on specific academic or environmental items and debrief with school leaders. Spanish speaking parent members of the team provide interpretation services.

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

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

2. Our parent coordinator hosts parent workshops on a periodic basis. The topics are suggested by parents and school staff. Representatives from community based organizations are invited to present relevant information to parents. These have included workshops by Health Plus, Early Childhood Direction Center, JCC Senior Care and Staten Island Mental Health.

3. Parent needs are evaluated with input from Learning Environment Survey, discussions during PTA and other meetings and through contact with individual parents. Most parent inquiries are directed to the parent coordinator who can evaluate the parents needs and coordinate providing assistance. Communication of needs may require interpretation/translation. Learning Environment Surveys are provided to parents in their native language. Spanish language interpretation is available by parent volunteers and staff members. Community volunteers are enlisted to provide interpretation/translation services on an as needed basis in other languages. When translator is not available, the interpretation and translation unit is called for assistance.

4. Parent involvement activities include attendance at PTA, Title 1, safety meetings and workshops. These activities provide parents with an opportunity to obtain relevant information about the school community and share opinions. Opportunities to observe classroom activities such as monthly School Leadership Team walkthroughs, two open school weeks, publishing parties provide parents with access to information about the curriculum and school environment. Parents are also invited to chaperone class trips to participate in the learning experiences with their child. Open door policy provides parents with access to school leaders to address individual concerns about students. Parental involvement activities address the needs of the parents by providing information, facilitating communication and strengthening the connection between the home and the school. We are committed to collaborating with parents to achieve the maximum success for the students. Parent involvement activities enrich the communication between school, home and the community. Translation and interpretation is provided by parent volunteers, school staff members and the DOE interpretation and translation unit.

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)	1	2	3	3	1	0								10
Intermediate(I)	3	1	4	4	4	1								17
Advanced (A)	0	2	1	0	2	3								8
Total	4	5	8	7	7	4	0	0	0	0	0	0	0	35

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

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

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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	4		3		1				8
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)									

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
Chinese Reading Test								

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

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

Paste response to questions 1-6 here .

1. In 2010-2011, early literacy skills were assessed using ECLAS-2 in grades Kindergarten through 2. Of the 17 students who were assessed with ECLAS-2, the areas of the greatest needs were as follows: spelling (mastered by 6%) writing expression (mastered by 7%) and vocabulary (mastered by 18%). Listening comprehension was also an area of concern as this was mastered by only 24% of the students. Areas of strength included phonemic awareness (mastered by 93%) and sight words (mastered by 70%).

All students are assessed quarterly using Fountas and Pinnell levels for progress monitoring. ELL students in grades Kindergarten through grade 2 averaged an increase of 2.0 Fountas and Pinnell levels over the course of the year and all were performing below the benchmark level for their grade. A breakdown of the reading levels show that of the 17 students, 10 are at the early emergent stage of reading and 7 are at the emergent stage. Although students have sufficient sight word knowledge, the decoding skills are not as developed. The lack of fluency in reading impacts comprehension. Guided reading instruction to develop knowledge of text structures to improve comprehension is indicated for these students.

It appears the students are mastering grade level phonics skills through the Foundations program and additional support during ESL instruction. Additional assessment, instruction and differentiation is indicated to strengthen the critical skill of listening comprehension. Additional instruction is also indicated for the development of appropriate vocabulary to support comprehension. Development of written expression skills including spelling is further indicated.

2. NYSESLAT data is also used to assess students. The largest group of our students is at the Intermediate level (42.5%) overall. This is a change from last year when the largest groups were Beginners at 47%. In 2011, 25% of the student tested as Beginners, 22.5% were Advanced and 10% scored Proficient. In 2010, 32% of the students advanced one or more levels from the previous year. In 2011, 46% of the students advanced one or more levels from the previous year. Our students performed at higher levels on the listening and speaking strand than on the reading and writing strand which is consistent with expectations for the acquisition of English as a Second Language. This year, 46% of the students advanced one or more levels in the reading and writing strand which is an improvement from 2010 when only 32% of the students advanced in this strand.

3. Data review during the 2010-2011 school year revealed that the students who were not showing measurable gains on the NYSESLAT had a lack of progress in the reading and writing strands. As a result, additional instructional emphasis was placed on reading

and writing on a daily basis. It appears from the data that continued instructional emphasis must be continued in these areas. Because of the need to differentiate instruction, an instructional decision has been made to provide small group guided reading instruction on a daily basis. In addition to reading and writing, students are supported in using listening and speaking skills in this small group format. Individualized goals are developed for all students based on data with frequent progress monitoring through running records, teacher assessment and observation and periodic assessment results.

4. All of the students are in the free standing ESL program.

a. When comparing the 2011 NYSESLAT with the 2010 test, it was noted that the overall level for 54% of the students remained unchanged and 46% went up 1 or more levels. No students went down a level. In addition, 46% of the ELL students increased at least one level in reading and writing.

In listening and speaking, 10% of the Kindergarten students were Beginners, 30% were intermediate and 60% were Advanced. In the grade 2-4 band, 4% were Beginners, 17% were Intermediate, 50% were Advanced and 29% were Proficient. Of the 5th graders, 0% were Beginners, 20% were Intermediate, 20% were Advanced and 60% were Proficient.

With respect to reading and writing, 40% of the Kindergarten students were Beginners, 30% were intermediate, 20% were Advanced and 10% were Proficient. In the grade 2-4 band, 25% were Beginners, 50% were Intermediate, 13% were Advanced and 13% were Proficient. Of the 5th graders, 0% were Beginners, 0% were Intermediate, 80% were Advanced and 20% were Proficient. Although these results are lower than the listening and speaking, they follow the same trend with students progressing through the levels as they progress through the grades.

Students in grades 3 through 5 were tested on the NYS ELA. 60% of the ELL students scored a proficiency level of 1 and 40% scored level 2. (For all tested students in the school, the results were as follows: level 1, 27%, level 2, 42%, level 3, 27% and level 4, 4%)

Students are provided with translated versions of the NYS Math and Science assessments when available. However, in 2011 the students chose to take the English version of the exam. We have no information to compare student performance on tests taken in English compared with tests taken in a native language.

b. Item skills analysis for ELL periodic assessment is reviewed by an instructional team which consists of school leaders, data specialist, staff developer, ESL teacher and classroom teachers to determine areas for instruction. Individualized learning goals are collaboratively developed by the classroom teacher and ESL teacher based upon this information which serves as the basis for small group instruction.

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

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

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

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

6. PS 31 evaluates the success of our ESL program using data from NYSESLAT, New York State ELA, ECLAS-2, Fountas and Pinnell progress monitoring, periodic assessments including ELL interim and Acuity assessments. Individual student data is analyzed to determine in what areas students are demonstrating progress and in what areas additional progress is required. Data is analyzed to determine trends. Instructional decisions are based on this data. These instructional decisions include increased emphasis on reading and writing strategies and techniques including development and use of content area vocabulary to achieve increased progress towards English language

proficiency.

Additional Information

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

Paste additional information here

64% of the ELL students of PS 31 are also Students With Disabilities. Of these, 75% are in self contained classes with ratios of either 12:1:1 or 12:1.

Part VI: LAP Assurances

School Name: PS 31

School DBN: 31R031

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Patricia A. Covington	Principal		10/17/11
Linda Woolverton	Assistant Principal		10/17/11
Diana Patras	Parent Coordinator		10/17/11
Debra Schwartz	ESL Teacher		10/17/11
Jacqueline Tejeda	Parent		10/17/11
Elaine Arnold, Literacy	Teacher/Subject Area		10/17/11
Debbie Borowka, Math	Teacher/Subject Area		10/17/11
	Coach		
	Coach		
Danna Taylor	Guidance Counselor		10/17/11
Debra Van Nostrand	Network Leader		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 31R031 **School Name:** The William T Davis School, PS 31

Cluster: 6 **Network:** 609

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

Part A: Needs Assessment Findings

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

At registration, pupil accounting secretary determines the primary language spoken by parents based on interview by a certified teacher and home language survey. If a language other than English is indicated, the certified ESL teacher or other qualified pedagogue interviews the student and parents. The ESL teacher reviews the Home Language Identification survey. Spanish bilingual paraprofessionals and a Chinese speaking parent coordinator are available to translate and interpret at registration if needed. For other languages, the translation and interpretation unit is called. Appropriate codes are entered in ATS and on the school emergency card to identify preferred home language. There are several ATS reports that are run to determine translation and interpretation needs of the parents in our school. The RHLA and RPOB are run as needed to determine parents are provided with timely information in a language they can understand. For example, translated versions of report cards and progress reports are given to parents based on this information.

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

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

The home language for 87% of our students is English. Spanish is the most common language other than English. It was reported as a home language for 11% of the students. The remaining 3% of the languages include Arabic (.7%), Bengali (.6%), Chinese (.4%), Mandinka (.2%), Russian (.4%), Yoruba (.4%) and Fulani (.2%). About 7% of the students qualify as Limited English Proficient. Interpretation and translation services are needed for parent conferences, workshops and meetings, documents pertaining to students' performance and school activities.

Spanish bilingual staff members are available each day to provide interpretation services on an ad hoc basis. In addition, interpretation services

are available for parent teacher conferences, PTA meetings and school assessment team meetings. School staff also provides translation of school based documents.

Findings of translation and interpretation needs have been reported at School Leadership Team, PTA and parent orientation meetings. Information about the availability of translation and interpretation services is provided in the school newsletter. Parent coordinator is available in person and by phone to provide additional assistance. Posters are displayed at school entrance in major languages to provide parents with interpretation and translation information.

Part B: Strategies and Activities

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

The home language for 86.6 % of our students is English. Spanish is the most common language other than English. It was reported as a home language for 12% of the students. The remaining 1.4% of the languages include Akan (.2%), Arabic (.4%), Bengali (.2%), Mandinka (.2%), and Russian (.4%). About 6% of the students qualify as Limited English Proficient. Interpretation and translation services are needed for parent conferences, workshops and meetings, documents pertaining to students' performance and school activities.

Spanish bilingual staff members are available each day to provide interpretation services on an ad hoc basis. In addition, interpretation services are available for parent teacher conferences, PTA meetings and school assessment team meetings. Written translation services are provided by school staff whenever possible. An outside vendor will be used if school staff and parent volunteers are unable to produce a written translation. In the event a translation cannot be provided, parents are provided with information about the availability of translation and interpretation services.

Findings of translation and interpretation needs have been reported at School Leadership Team, PTA and parent orientation meetings. Information about the availability of translation and interpretation services is provided in the school newsletter. Parent coordinator is available in person and by phone to provide additional assistance. Posters are displayed at school entrance in major languages to provide parents with interpretation and translation information.

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

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

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

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

- Copy of the Bill of Parents Rights and Responsibilities was provided to parents notifying them of their right to translation and interpretation services.
- Signs are posted in conspicuous locations (front entrance, school lobby) indicating the availability of interpretation and translation services.
- Safety plan contains procedures for insuring that parents in need of language assistance services are not prevented from reaching the schools administrative offices.

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:	DBN: 31R031
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> 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):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 29
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 2
of certified ESL/Bilingual teachers: 1
of content area teachers: 1

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:

Rationale:

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

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

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

Subgroups and grade level of students:

Subgroups include general education and special education students. Grade levels include Kindergarten through fifth grade.

Schedule and durations:

The after school academic intervention program is taught by a certified ESL teacher, Debra Schwartz. The only program currently in our school is a free standing ESL program. Therefore, we continue to use English as the language of instruction in the after school Title III program. This program consists of 40 one hour sessions offered after school, two days a week from 3:15 to 4:15 PM. These sessions will begin January 8th, 2013 and end on June 19th. Students in grades K-2 will be invited one day each week (Tuesdays) and students in grades 3 through 5 will be invited on Wednesdays. The sessions are offered to all LEP students including students with disabilities and as a transitional service to former ELLs when needed.

Materials include Vocabulary Workshop and Informational texts including trade books from the content areas of science and social studies. The Common Core Learning Standards in reading, writing, speaking and listening will be addressed on each grade level specifically with respect to informational reading and

Part B: Direct Instruction Supplemental Program Information

writing.

In addition, test preparation programs will be conducted during the Spring Recess on March 27th and March 28th to provide students with assistance in preparing for the New York State ELA, Math and NYSESLAT exams. This program will be planned during a one hour planning session and taught collaboratively by the certified ESL teacher and one common branch teacher. It will consist of two 4 hour sessions. Materials include Kaplan test prep, engageny.org curriculum materials, reading passages from Readworks.org and NYSESLAT practice books. The ESL teacher is Debra Schwartz and the common branch teacher will be a reading specialist with knowledge of the grades 3 - 5 ELA curriculum.

The Title III program also includes procuring buses for attendance at trips and cultural activities to enhance and enrich the curriculum. These trips are aligned to the Blueprint for the Arts and common core learning standards in speaking and listening. The field trips are planned as follows:

1. Broadway play such as Lion King (The specific curriculum connections include the arts as well as social studies)
2. Metropolitan Museum of History (The specific curriculum connections include the arts as well as social studies)

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:

Ongoing professional development is required to meet the instructional needs of the ELL students. All teachers are encouraged to attend professional development opportunities provided by the Department of Education, UFT, etc. In addition, the ESL teacher who is also the Title III program teacher attends professional development workshops and meetings offered by our network. These are offered on a schedule

The ESL teacher, Debra Schwartz, will provide rigorous professional development during afterschool workshops to teachers of ELL students. The professional development curriculum includes the following topics: explanation of the mandates for ELL instruction including explanation of ESL, dual language and bilingual programs, identification and placement of ELL students, orientation process for parents and students, assessments including NYSESLAT, stages of second language acquisition, ESL standards, ESL instructional methodologies, and learning styles of ELL students. The curriculum is designed to enable all teachers of ELL students to deliver high quality instruction to the limited English proficient students.

The ESL teacher conducts four 2 hour workshops for groups of certified common branch and special education teachers to cover the above curriculum. In addition, each teacher may meet with the ESL

Part C: Professional Development

teacher for 2 additional hours to analyze the tasks required in individual lessons to incorporate ESL methodologies and to ensure access to the curriculum for ELLs. She can also assist in reviewing student specific data to individualize teaching and learning approaches. These sessions will be held once a monthly beginning in February.

Ongoing professional development is also available during the school day. Common branch and special education teachers are encouraged to observe ESL lessons conducted by the ESL teacher during the pull out portion of her program. In addition, Ms. Schwartz is available to model lessons in the classroom.

All teachers receive ongoing professional development in the planning and delivery of literacy lessons for all students including ELLs from staff developer, network staff, and instructional specialists from Readworks.org.

In addition, the ESL teacher, Ms. Schwartz, attends professional development provided by our network instructional specialists with respect to literacy standards, acquisition of English language skills, Universal Design for Learning, differentiation of instruction and data collection and analysis. She also attends professional development workshops on the similar topics when offered by the NYC DOE, UFT, etc.

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:

Rationale:

Parent engagement in the school is important for student academic success. All parents are encouraged to attend and participate in PTA, school safety, and school leadership team (SLT) meetings. Participation is encouraged through the use of translation and interpretation services in Spanish. Each meeting is held once a month and each lasts about one hour. SLT Walkthroughs are held monthly during which parents observe classroom instruction in several classes and discuss observations with principal, Patricia Covington, or assistant principal, Linda Woolverton. This empowers the parents to become engaged with the curriculum, school staff and community.

Single topic workshops are facilitated by the parent coordinator, Diana Patras. These topics include core curriculum expectations, literacy, conducting a read-aloud, curriculum expectations, New York State testing, planning for the science fair, and other topics of interest identified by the parents. Translation and interpretation in Spanish are provided at these workshops by parent volunteers. The workshops are led by the principal, assistant principal, network instructional staff, district parent liaisons, Literacy Inc, as appropriate. Workshops are held once a month, on the first Friday. In addition, parent-child music and art workshops are held once a month for students in the early grades.

Part D: Parental Engagement Activities

Parents of ELL students new to the school are invited to tour the school and receive information about school programs and activities. Tours are facilitated by the parent coordinator. Parents are welcome to visit the classroom to observe instruction. Parents of ELL students are encouraged to attend class trips to share the cultural and community experiences with their child.

Parents are introduced to the ARIS Parent Link during PTA meetings, parent teacher conferences and through correspondence such as the school newsletter. Specific training and access to the system is provided on an as-needed basis by the parent coordinator.

Report cards are provided to parents in their native language when available. Monthly progress reports also keep parents informed of student performance. These are available in English and Spanish.

Additional copies of Everyday Math materials are purchased in Spanish and given to parents to use at home so they can become familiar with curriculum and assist students at home.

Parents are notified of activities through bi-monthly school newsletters, letters and notices that are backpacked home, and word of mouth by volunteers who translate information during morning arrival and afternoon dismissal.

Translation and interpretation during the school day is provided by school staff whenever possible. Parent volunteers assist as needed. Services of the NYC Department of Education Translation and Interpretation Unit are used to help us communicate with non-English speaking parents when translator is not available at school. Parents are advised of the availability of translation services by means of signs in school lobby, card at safety agents desk and on school letters.

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) <ul style="list-style-type: none"> • Per session • Per diem 		
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional 		

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.
curricula, instructional materials. • Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		