



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: SAMUEL F. DUPONT, MAGNET SCHOOL FOR THE ARTS AND HUMANITIES

DBN (i.e. 01M001): 14K031

Principal: MARY J. SCARLATO

Principal Email: MSCARLA@SCHOOLS.NYC.GOV

Superintendent: ALICJA WINNICKI

Network Leader: DAISY CONCEPCION

School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Mary J. Scarlato	*Principal or Designee	
LouAnn Gallo	*UFT Chapter Leader or Designee	
Grace Lu-Cao	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Jennifer Pinzel	Member/ Parent	
Karen Bachmann	Member/ Parent	
Manor Georgy	Member/ Parent	
Helen Mena	Member/ Parent	
Stacey Berger	Member/ Assistant Principal	
Janet Zukowski	Member/ Teacher	
Nancy Pease	Member/ Teacher	
	Member/	

Signature of constituent only indicates participation in the development of the SCEP, not approval. **Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

Guidance for Developing and Completing the Annual Goals and Action Plan Section

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- 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, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed	
X	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
X	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
X	Academic Intervention Services (AIS)
X	Title I Plan (Only for schools receiving Title I funding)
X	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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

Annual Goal #1

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

Students in grades 3-5 will show growth in their application of mathematical thinking as measured by a 5% increase to 42.7% of students achieving a passing score on the Baseline Mathematics end of year assessment.

Comprehensive Needs Assessment

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

Based on our NYS Math results, we saw a 28.2% decline in all tested students scoring a level 2 or 3 from 96.3% in 2011 to 69.7% in 2013. Our SWD's showed a 48.3% decline in scoring a level 3 or 4 over the three year period. On the beginning of the year Math Baseline administered, we had 37.7% of students scoring 50% or above. We found a need for improved outcomes in applying mathematical thinking, and showing evidence of mathematical thinking in which implementing the Go Math program will provide. Our instructional focus on identifying various solution pathways and anticipated challenges and planning problems that both check and deepen students' understanding of challenging tasks.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Teachers will implement Go Math program in his/her classes in the beginning of the school year.
2. Differentiated professional development for teachers and paraprofessionals to shift practice in mathematics: grade level, specialized for ELL teachers, and SWD teachers on Go Math program components, planning, teaching techniques, technology component, assessing program.
3. Collaboratively developing curriculum maps and tailoring units to meet the needs of the particular grade level and class with a focus on SWD and ELL's.
4. Analyzing data and looking at student work – collaboratively and individually and informing instruction, adjusting planning and lessons.
5. Collaboratively developing common assessments/performance tasks, CCLS aligned rubric.
6. Academic Intervention Services (extended day, early morning, ELL extended day program) for students whose scale scores fell below the state threshold.

B. Key personnel and other resources used to implement each strategy/activity

1. Administrators and lead teachers on the core curriculum team support teachers in implementing the Go Math program
2. Administrators and lead teachers provide professional development on the Go Math program for teachers, paraprofessionals. Core Curriculum team teachers attended city-wide workshop during July and August.
3. Lead teachers along with administrators hold grade level teacher meetings to develop maps.
4. Teacher collaborative grade meetings two times per month, teacher team meetings once per month, teacher vertical team meetings one time per month, principal and assistant principal attend 2x per month.
5. Teacher collaborative grade meetings, teacher team meetings.
6. Administrators plan, organize and recruit students, teachers and paras for instruction in AIS programs.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Teachers will be observed informally during math period and rated on HEDI; Observation reports for math observation; Lesson plans will be randomly collected and feedback given.
2. Teachers will fill out evaluations of each PD, administrators will tailor PD to teachers' needs and CIE.
3. Administrators and teachers will review maps and units and make ongoing adjustments.
4. Teacher teams will review adjusted lessons and determine direction and next steps for groups of students.
5. Grade level teacher teams will use assessments, rubrics, determine effectiveness, refine and revisit.
6. AIS will be given to students as needed, progress measured, determination will be made as to continuation of AIS.

D. Timeline for implementation and completion including start and end dates

1. September 2013 through June 2014.

2. August 27, 2013, and monthly from September 2013 through April 2014.
3. October 2013 through February 2014.
4. October 2013 through May 2014.
5. November 2013 through March 2014.
6. October 2013 through June 2014.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Schedule two 45 minute periods daily for teachers to teach mathematics.
2. PD in August planned per session 4 hours TL CIE, Chancellor’s PD days, Half-Days for PD (pending PTA vote), per diem for release of teachers to city-wide core curriculum workshops
3. Program common prep periods 2x per month for grade level meetings.
4. Program common prep periods, 1x per month for teacher team meetings
5. Program common prep periods, 2x per month for grade level meetings, 1x per month for vertical meetings.
6. Early morning program 8:00am-8:37.5am – 3X per week: Mondays, Tuesdays, Wednesdays from October 2013-June 2014. After school extended day on Mondays and Wednesday from 3:05pm-4:35pm from January 2014 through April 2014.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP).

Parent workshops on CCLS in mathematics.
 Parent workshops on Go Math program and accessing student account online at home.

Budget and Resource Alignment

Indicate using an “X” the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	X	Title IA	X	Title IIA	X	Title III	Set Aside	X	Grants
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List any additional fund sources your school is using to support the instructional goal below.

TL CIE

Goal and Action Plan #2

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

Annual Goal #2

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

By June 2014, 100% of teachers in grades K-5 will shift ELA practice to incorporate close reading of complex text, develop students’ skills in using evidence to support arguments in discussion, which will transfer to stronger writing in literacy.

Comprehensive Needs Assessment

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

Based on our NYS ELA results, we saw a 31.7% decrease in all tested students scoring a level 3 or 4 from 90.2% in 2011 to 58.5% in 2013. Our SWD’s showed a 47.3% decline in scoring a level 3 or 4 over the three year period. We found a need for improved outcomes in comprehending complex text and writing with text based evidence with a focus on SWD’s and ELL’s. The implementation of new ELA Initiative aligned to the common core shifts, will develop students’ skills in using evidence to support arguments in discussion, which will then transfer to stronger writing in literacy as well as develop communication and collaboration skills. Our instructional focus for ELA is on student-to-student discussion to support students in explaining and extending their thinking and the thinking of others.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Classroom teacher implementation of new ELA Initiative.
2. Differentiated professional development for teachers and paraprofessionals to shift practice in ELA: grade level, specialized for ELL teachers, and SWD teachers on ELA components, planning, teaching techniques, technology component, assessing program.
3. Collaboratively developing curriculum maps and tailoring units to meet the needs of the particular grade level and class.

4. Analyzing data and looking at student work – collaboratively and individually and informing instruction, adjusting planning and lessons.
5. Collaboratively developing common assessments/performance tasks, CCLS aligned rubric.

B. Key personnel and other resources used to implement each strategy/activity

1. Administrators and lead teachers on the core curriculum team supported teachers in implementing the ELA Initiative.
2. Administrators and lead teachers provided professional development on the ELA Initiative for teachers, paraprofessionals. Lead teachers attended workshops in July and August at PS 31. All teachers attended one professional development session in August.
3. Lead teachers along with administrators held grade level teacher meetings to develop maps.
4. Teacher collaborative grade meetings two times per month, teacher team meetings once per month, teacher vertical team meetings one time per month, principal and assistant principal attend 2x per month.
5. Teacher collaborative grade meetings, teacher team meetings.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. By June 2014, 100% teachers in grades K-5 will have fully implemented our ELA initiative: Guided reading groups by level, multiple entry points, close reading, independent reading, and evidence based writing. By October 31, 2013 administrators will have informally observed all teachers to evaluate the progress of the implementation. At grade level meetings in September through October teachers will give feedback to administrators on their progress and needed adjustments to the program.
2. Five professional development sessions beginning late August, mid-October and early November, January 2014, and April 2014 will be provided to deepen teachers' understanding of the ELA shifts, give general feedback to groups of teachers. Special education experts will provide strategies and tools for supports for SWD's. Teachers will self-evaluate their progress and effectiveness of the program.
3. Teacher leaders will be paid per-session to work writing and developing and curriculum maps and units for the ELA program beginning in September and ongoing throughout May 2014. Teacher leaders will turn-key curriculum writing at grade level meetings and all teachers will partake in writing maps and units, both during professional time and per-session. Individual teachers will write lessons for their class and tailored to the levels and needs of their students.
4. During teacher team meetings, teachers will look at student text based evidence writing/performance task writing and score by common rubric. Teachers will look for strengths, weaknesses and trends in data to inform planning and instruction. Maps and units will be adjusted.
5. During grade meetings and per-session teachers will collaboratively develop common assessments/performance tasks and rubrics aligned to the ELA units.

D. Timeline for implementation and completion including start and end dates

1. By June 2014, 100% of teachers in grades 3-5 have fully implemented our ELA initiative
2. Five professional development sessions: August 27, 2013, October 2013, November 2013, January 2014, April 2014.
3. Per-session curriculum writing beginning in September 2013, ongoing through June 2014.
4. 9 sessions – 1 per month from October 2013 – June 2014.
5. Per-session curriculum development (assessment development) will begin in October 2013, ongoing through June 2014.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Schedule 90 minutes daily (2X 45 minute periods) of ELA; Grade level collaborative meetings scheduled 2x per month.
2. PD in August planned per session 4 hours TL CIE, PD in October 2013, November 2013, January 2014 and April 2014.
3. Per-session TL CIE after school and Saturdays (September 2013 – June 2014), Program common preps 2x per month for grade level meetings.
4. Program common prep periods, 1x per month for teacher team meetings
5. Program common prep periods, 2x per month for grade level meetings, 1x per month for vertical meetings.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Parent workshops on CCLS in ELA

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	X	Title IA	X	Title IIA	X	Title III		Set Aside		Grants
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List any additional fund sources your school is using to support the instructional goal below.

TL CIE

Goal and Action Plan #3

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

Annual Goal #3

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

By June 2014, 100% of teachers will receive feedback and support to show growth on the HEDI scale utilizing the following Danielson Competencies: 3b-Questioning and Discussion Techniques, 3c-Student Engagement, and 1e-Designing Coherent Instruction.

Comprehensive Needs Assessment

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

The NYC Progress Report indicates that Student Performance is high as we scored 23.8 out of 25 points on our 2012-2014 report. However, on Student Progress we scored 40.7 out of 60 points, and on Closing the Achievement Gap we scored 4.2 out of 17 points. Our goal is to continue to have our students perform at high levels, and show increased growth. In order to meet the needs of the CCLS and CIE we will provide high-quality, rigorous instruction, implement the instructional shifts dictated by the CCLS and continue to grow as professionals. As a learning community our pedagogues and administrators need to intensify their focus and practice of the Danielson's Framework. Administrators will support teachers in showing positive movement on the HEDI scale.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. IPC (Initial Planning Conferences) are held in beginning of school year structured around a professional conversation. Teachers along with administrators (principal and assistant principal) develop two professional goals to help them become proficient (effective or highly effective) in Danielson's Competencies 3b, 3c and 1e. Timeline, strategies and evaluation will be established.
2. Administrators begin classroom observations, feedback and ratings (HEDI scale)
3. Teachers can voluntarily submit artifacts throughout the school year until April 11, 2014. Administrators will rate the artifacts on the HEDI scale and give feedback.
4. Two hours per month of professional development will be given on the Danielson Framework for teaching and new teacher evaluation system
5. Teacher will self-assess progress by filling out a self-reflection sheet and administrators hold professional conversations with teachers to support continued growth.
6. End of the year conversations with administrators.

B. Key personnel and other resources used to implement each strategy/activity

1. Principal and assistant principal will hold professional development session on writing professional goals for teachers. Principal and assistant principal will have IPC conferences with teachers.
2. Principal and assistant principal begin observations and rating teachers on HEDI scale.
3. Teachers submit artifacts. Principal and assistant principal rate artifacts.
4. Professional development will be given by principal, assistant principal and network support.
5. Teachers self-assess, assistant principal and principal support teachers in growth and development.
6. Teachers have end of year conversations with administrators.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Administrators will have conversations with teachers to determine how progress is being made on teachers' professional goals; Observation reports (HEDI scores); Teacher self-reflection sheets.
2. Observation reports (HEDI scores); feedback to teachers; analysis of each teacher's progress and development from October 2013 to June 2013.
3. Artifact reports; Voluntary artifacts submitted until April 11, 2014; ratings on artifacts.
4. 2 hours of PD per month; PD in August - per session 4 hours TL CIE, Chancellor's PD days, Half-Days for PD (pending PTA vote)
5. Teacher self-assessments; analysis of self-assessment reports; planning PD.
6. End of year conversations and end of year ratings with administrators.

D. Timeline for implementation and completion including start and end dates

1. September 23, 2013 through October 15, 2013.
2. October 2013 through June 2014.
3. September 23, 2013-April 11, 2014.
4. 2 hours of PD per month; August 27, 2013-June 2014.

5. November 2013, February 2014, April 2014

6. June 2014.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Schedule IPC's from September 23, 2013 through October 15, 2013.

2. Schedule observations, feedback sessions on prep periods.

3. Feedback sessions during prep periods.

4. PD scheduled on Chancellor's Conference Days, August PD TL CIE, two hours per month: September 2013-June 2014, half-days pending PTA vote.

5. Common prep schedule 1x per week.

6. Schedule end of year conversations on prep periods.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).
Parent workshops on ELA and Math Shifts in teaching dictated by the common core.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	X	Title IA	X	Title IIA		Title III		Set Aside		Grants
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List any additional fund sources your school is using to support the instructional goal below.

X TL CIE

Goal and Action Plan #4

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

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1.

B. Key personnel and other resources used to implement each strategy/activity

1.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1.

D. Timeline for implementation and completion including start and end dates

1.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #5

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

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

- A. Strategies/activities that encompass the needs of identified subgroups**
- 1.
- B. Key personnel and other resources used to implement each strategy/activity**
- 1.
- C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
- 1.
- D. Timeline for implementation and completion including start and end dates**
- 1.
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
- 1.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. 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.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, 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	<ul style="list-style-type: none"> • Foundations/Wilson Reading Program • Close Reading with Purpose Strategies before reading: frontload vocabulary, preview, discuss, predict, connect • Strategies during reading: question text, question author, determine context clues • Strategies after reading: retell, clarify points of confusion, make connections: text-to-self; text-to-text; text-to-world. • Summarizing 	<p>Small group Whole group</p>	<p>Early morning –before school After school program Push-in/pull-out during the day</p>
Mathematics	<ul style="list-style-type: none"> • Explicit and Systematic Instruction • Representation Techniques 	<p>Small group Whole group</p>	<p>Early morning – before school After school program</p>
Science	<ul style="list-style-type: none"> • Academic vocabulary and content 	<p>Small group One to one</p>	<p>Push-in during the day</p>
Social Studies	<ul style="list-style-type: none"> • Academic vocabulary and content 	<p>Small group Whole group</p>	<p>Push-in during the day</p>
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<ul style="list-style-type: none"> • Counseling-Guidance Counseling • “At-risk” counseling-School Psychologist • Social Skills-Guidance Counselor 	<p>Small group Individual</p>	<p>Pull out during the school day</p>

**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

- All elements of the *All Title I Schools* section must be completed*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TAS Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

Indicate with an "X" your school's Title I Status.			
X	School Wide Program (SWP)	Targeted Assistance (TA) Schools	Non-Title I

All Title I Schools

Highly Qualified Teachers (HQT)

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

100% of the teaching staff at PS 31 is comprised of NYS certified teachers. Newly hired teachers become part of our highly professional staff and are provided an extremely successful mentoring program and receive professional development in all curriculum areas throughout the year. New teachers receive ongoing assistance with organizing their classrooms to create an effective environment, classroom management, developing lesson plans, engaging students in learning and assessing student learning. Our model/lead teachers provide guidance, support and training for new teachers utilizing model classrooms as lab sites for developing teaching methodology. Teachers are taught a common language through the use of Danielson's framework. Demonstration lessons are provided so that new teachers can implement successful techniques and practices in their classrooms. All teachers in PS 31 are supported with high quality professional development workshops which are differentiated to address the needs of both new and experienced staff, directing their attention to individual strengths and weaknesses, grade level needs, content area focus and teacher learning styles. We have devoted sessions this year to address instructional shifts of the CCSS , implementing the GoMath program and our new reading initiative. The administration, lead teachers, and CFN Support Staff will contribute toward this high quality professional development. Staff members attend conferences, workshops and training sessions at the CFN. In addition to professional development sessions, we hold collaborative grade team meetings 4x per month to discuss and implement instructional strategies that meet each grade's specific goal(s). Teachers providing AIS are given an opportunity to meet and share ideas with teachers whose students they service. From May through June we start our curriculum mapping/June planning for the upcoming September in all curriculum areas. This provides our teachers and administrators time to collaboratively reflect, assess, plan and provide a focus for the upcoming school year. These meetings also provide administrators an opportunity to encourage and support staff in renewing and refining their craft regularly. Frequent cycles of observation and feedback on the Danielson's Framework drive our professional development programs. Our goal is to ensure the continued achievement for all of our students. The ongoing learning of our professional staff will support us in attaining our goal. PS 31's highly successful and intensive mentoring program is a major element of the support and professional development for new teachers. This will ensure high quality teaching to ascertain that all students including students with disabilities and English language learners receive sound instruction by highly qualified teachers.

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

PS 31 provides ongoing and highly effective professional development to our entire staff including administrators, teachers and paraprofessionals, aligned with CCLS (Common Core Learning Standards). These professional development sessions provide staff with the opportunity to work collaboratively as a learning team to analyze data, set long and short term goals, apply and share best practices to increase student achievement. The CIE (Citywide Instructional Expectations) and our school instructional focus will be the compass for professional development. Staff will be provided professional development on the Danielson's Framework, CCLS, Common Core Learning Shifts in ELA and Math. Teacher self-reflection and data from observations based on the new teacher evaluation system will serve as a needs assessment to differentiate, and address the needs of all teachers, directing attention to individual strengths and weaknesses, grade level needs, content area focus and teacher learning styles. In the 2013-2014 school year, professional development sessions will be dedicated to both short-term

and sustained professional learning experiences directed towards preparing staff to move students towards meeting higher standards (including special needs and ELLs) as well as actively supporting teacher growth. Sessions will be devoted to studying successful teaching techniques, collaboration and lesson study. This professional learning will ensure that teachers shift classroom practice and plan lessons and units that include the use of performance tasks to assess learning:

- Using Protocol to Look at Student Work
- Analyzing Data and Student Work
- Planning Instruction Based on Data/Student Work
- Assessing Student Learning –Formative Assessments
- Danielson’s Framework
- Reading Imitative – Close Reading, Text Complexity
- Reading Comprehension Strategies and Skills
- The Writing Process – Opinion
- Child Abuse
- Questioning and Discussion Techniques
- ELL Practices
- Students with Special Needs
- Academic Intervention Services
- Implementing Go Math
- MOSL – Scoring MOSL, Data Analysis
- Short and Long Term Goals Based on Data Analysis
- Curriculum Mapping and Units of Study
- Using Technology in the Classroom

These workshops consistently emphasize the paramount importance of implementing our ELA and mathematics programs. Successful student performance over the years has proven their effectiveness. Emphasis is placed on quality, rigorous teaching to ensure that all students, including ELLs and students with special needs receive the same grade-appropriate curriculum using proven teaching methods and instructional strategies to successfully meet CCLS standards.

During the course of the school year, opportunities will be provided for inter-visitations between our school and other schools in the district. Staff members attend conferences, workshops and training sessions at the Network as well as Network Achievement Coaches and Specialists provide professional development in our school. Lead teachers, principal, assistant principal and consultants provide professional development sessions. In addition to professional development sessions, we hold grade conferences at least once a month to discuss and implement educational strategies that meet each grade’s specific goals and needs. Teachers providing AIS are given an opportunity to meet and share ideas with teachers whose students they service. From May through June we start our curriculum mapping (June Planning) for September in all curriculum areas. This provides our teachers and administrators time to collaboratively reflect, assess, plan and provide a focus for the upcoming school year. These meetings also provide administrators an opportunity to encourage and support staff to renew and refine their craft regularly. Evaluations and feedback on teacher needs drive our professional development programs. It will always be a goal of PS 31 to ensure the continued achievement for all our students. The ongoing learning of our professional staff will help us attain our goal. PS 31’s highly successful and intensive mentoring program for new teachers is a major element of the support and professional development for new teachers. New teachers receive ongoing assistance with organizing their classroom, classroom management, developing lesson plans and studying teaching methodology. Our model/leader teachers provide guidance, support and training for new teachers utilizing model classrooms as lab sites. Demonstration lessons are provided so new teachers can implement successful techniques and practices in their classrooms to deliver high quality instruction to their students.

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet ***the intent and purpose*** programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

PS 31 will consolidate, coordinate and integrate all allowable Federal, State and local programs to ensure that a comprehensive and unified educational program provides high quality instruction and student support services to all students served by the Title I School wide Program. We have consolidated many funding sources to supplement our educational program. Our goals as a School wide Program school are as follows.

- Provide intensive Academic Intervention Services to students at risk (Levels 1 & 2) for not meeting the standards as well as students with special needs and English Language Learners (ELLs).
 - Provide intensive professional development for teachers. We will use our Title I SWP 10% and 5% set aside and TL CIE.
- Title I set aside to provide services and incidentals (bookbags, folders, notebooks, paper) for STH.

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

A successful transition for all students and their families coming from early childhood programs, pre-school program under IDEA or State-run pre-school programs to the School Wide Programs is of primary importance. The following research from “NCLB” mirrors the philosophy of PS 31’s Early Childhood Program. “Give students a strong successful start in education...to increase the probability that these children will succeed, activities should be provided in smaller classes with appropriate, quality reading and mathematics instruction as part of the overall program.” PS 31’s Kindergarten program provides students with the basic academic skills needed for long term success in school while providing a safe, nurturing environment. Parents are an important component in the transitional period. The school will demonstrate interest and support for each child’s family. The following will be provided to secure a successful transition for students and their families:

- Opportunities are provided for parents and children to tour the school and become familiar with the kindergarten program thereby easing transition.
- Parent/family meetings will be organized in order to answer questions and concerns regarding their children who will be entering kindergarten.
- Provide a forum to discuss their perceptions and expectations for kindergarten and elementary school.
- Students’ academic and emotional needs will be constantly observed and assessed so interventions can be provided as necessary.
 - Pupil Personnel Committee Meetings to address needs of kindergarten students
 - AIS services for kindergarten students
 - Support services for all kindergarten students with IEPs
 - Lexia Assessments
 - Observations by teachers and SBST Team
 - Screening for hearing/vision
- Provide information about the PTA and Parent Coordinator to serve as a link between the parents and school as well as provide Parent Education Workshops.

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

Teachers are an integral part of decision making at PS 31. Our teachers are represented on the SLT. We have Lead Teachers by grade level to facilitate grade level meetings. Our professional teams and teams meet, work collaboratively to plan, study and share best practices. By grouping teachers by grade level we differentiate our professional development workshops. Teachers collaboratively develop rubrics for assessments. By looking at student work (using a protocol), analyzing data in ELA and Math, teachers inform instruction to improve the individual achievement of students.

TA Schools Only

Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.

TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required 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 (PIP) Template

PS 31, SAMUEL F. DUPONT

PARENT INVOLVEMENT POLICY (PIP)

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

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

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the

content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

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

- Actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- Engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- Ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- Support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- Maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- Conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- Provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- Host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- Schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- Translate all critical school documents and provide interpretation during meetings and events as needed;
- Conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- Holding an annual Title I Parent Curriculum Conference;

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

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
MAY BE LAST YEARS BUT MUST BE UPDATED

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- **Monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;**
- **Ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;**
- **Check and assist my child in completing homework tasks, when necessary;**
- **read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);**
- **Set limits to the amount of time my child watches television or plays video games;**
- **Promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;**
- **Encourage my child to follow school rules and regulations and discuss this Compact with my child;**
- **Volunteer in my child's school or assist from my home as time permits;**
- **Participate, as appropriate, in the decisions relating to my child's education;**
- **Communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;**
- **Respond to surveys, feedback forms and notices when requested;**
- **Become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;**
- **Participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;**
- **Take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;**
- **Share responsibility for the improved academic achievement of my child;**

III. Student Responsibilities:

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

Adoption:

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

This policy was adopted by PS 31, Samuel F. Dupont on 10/31/2013 and will be in effect for the period of one year.

The school distributed this policy to all parents of participating Title I, Part A children on November 13, 2013.

Principal Signature _____

Date _____

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**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

District 14	Borough Brooklyn	School Number 31
School Name Samuel. F. Dupont		

B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal Mary J. Scarlato	Assistant Principal Stacey Berger
Coach	Coach type here
ESL Teacher Nancy Pease	Guidance Counselor
Teacher/Subject Area Maria Puma, Grade 3	Parent Grace Lu
Teacher/Subject Area Lou Ann Gallo, ELA	Parent Coordinator Joanne Switalski
Related Service Provider Christina Weber, Speech	Other type here
Network Leader(Only if working with the LAP team)	Other type here

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	1
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	524	Total number of ELLs	35	ELLs as share of total student population (%)	6.68%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs) Check all that apply	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 checked="" 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"/>

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 <small>(60%:40% → 50%:50% → 75%:25%)</small>	0	0	0	0	0	0								0
Dual Language <small>(50%:50%)</small>	0	0	0	0	0	0								0
Freestanding ESL														
Pull-out	2	1	2	2	2	0								9
SELECT ONE														0
Total	2	1	2	2	2	0	9							

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	35	Newcomers (ELLs receiving service 0-3 years)	31	ELL Students with Disabilities	10
SIFE	0	ELLs receiving service 4-6 years	4	Long-Term (completed 6+ years)	0

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

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	31	0	6	4	0	4	0	0	0	35
Total	31	0	6	4	0	4	0	0	0	35

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0													

*EP=English proficient student

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	EP																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0																			

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

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	4	4	10	2	1	0								21
Chinese	0	0	0	0	0	0								0
Russian	0	0	0	0	0	0								0
Bengali	1	0	1	0	0	0								2
Urdu	0	1	0	0	0	0								1
Arabic	0	0	0	1	0	0								1
Haitian	0	0	0	0	0	0								0
French	0	0	0	0	0	0								0
Korean	0	0	0	0	0	0								0
Punjabi	0	0	0	0	0	0								0
Polish	2	1	3	0	3	0								9
Albanian	0	0	0	0	0	0								0
Other	0	1	0	0	0	0								1
TOTAL	7	7	14	3	4	0	0	0	0	0	0	0	0	35

Part III: Assessment Analysis

Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

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)	4	1	0	0	0	0								5

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)	0	2	6	0	1	0								9
Advanced (A)	2	3	8	2	3	0								18
Total	6	6	14	2	4	0	0	0	0	0	0	0	0	32

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	1	3	0	0	!Und
4	0	0	0	2	
5	0	0	0	0	
6					
7					
8					
NYSAA Bilingual (SWD)					

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	1	0	0	0	1	0	1	0	
4	1	0	1	0	0	0	0	0	
5	0	0	0	0	0	0	0	0	
6									
7									
8									
NYSAA Bilingual (SWD)									

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	0	0	0	0	0	0	2	0	
8									
NYSAA Bilingual (SWD)	0	0	0	0	0	0	0	0	

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

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

After reviewing and analyzing the assessment data, answer the following:

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school’s instructional plan? Please provide any quantitative data available to support your response.

The tool PS 31 uses to assess the early literacy skills of our ELL students is the ECLAS-2. Analysis of kindergarten data shows a 24% gain over three years. The data shows that 65% of our kindergarten ELLs met all benchmarks in reading the winter of 2012. Of the students who did not meet their benchmarks, two areas of difficulty have been identified. Syllable Clapping and Rhyming Recognition are areas of weakness. ESL instruction will focus on these areas. Analysis of the most recent data for grades 1 – 2 shows that the majority of our learners make steady progress meeting their benchmarks. ELLs take a bit longer than their monolingual peers and benefit from our pull-out ESL program which provides instruction tailored to their needs as they progress in developing the skills needed to meet their ECLAS benchmarks.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

2. Twenty-eight students were administered the LAB-R Exam this fall. Seven of these students were eligible for ESL services. Of these seven entitled students, 4 are performing at the beginner/intermediate level and there are 3 advanced students. This means 75% of the students administered the LAB-R were proficient in English. The remaining 25% are entitled to ESL services. Fifty-seven percent of our ELLs are performing at the beginner/intermediate level, and 43% are working at the advanced level.

Last spring, 35 students were administered the NYSESLAT. Nine students achieved proficiency; 26%. Twenty-two students made gains; meaning they achieved a higher level of proficiency. Thirteen students maintained their current level. No students moved to a lower proficiency level. This means that 63% of students administered the NYSESLAT made gains, while only 37% stayed at the same level. Of this 37%, 5 students (38%) are students with disabilities.

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAQ tool](#))

Leave blank per professional development session informing us that this information is not being made available by the New York State Education Department.

4. For each program, answer the following:

- a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
- b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
- c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

In 2013, nine ELLs achieved a level of Proficient on the NYSESLAT. In 2012, nine ELLs achieved proficiency and in 2011, six ELLs achieved proficiency. The grades these students were in when they became proficient are shown below:

Students Reaching NYSESLAT Proficiency

GRADE	2013	2012	2011
K	2	3	2
1	3	2	1
2	0	4	2
3	2	0	0
4	2	0	1
5	0	0	0
TOTAL	9	9	6

The highest concentration of students achieving proficiency are kindergartners and first graders. It should be stated that we had no ELLs in the 5th grade in 2012 or 2013. It is worth noting that presently 4 out of our 7 ELLs in grades 3 – 5 are students with disabilities.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-

5). (see [RtI Guide for Teachers of ELLs.](#))

As evidenced by our data, most ELLs are thriving academically. For those who are struggling, multiple sources of information are examined taking into consideration the students' cultural and linguistic backgrounds. Parent interviews and ATS data inquiry are utilized to investigate the areas of concern. Learner characteristics including experiential background, values/norm, higher-order thinking skills, individual learning styles, proficiency in both languages, and how the student became bilingual (sequentially or simultaneously) are all considered. Performance based assessment results are consulted to determine areas of need. Multiple components of reading and language are utilized to measure code-based skills and meaning-based skills such as listening comprehension, vocabulary knowledge, and conceptual knowledge. This data is then analyzed taking into account the similarities that exist between LD and Language acquisition. Consequently, supplemental supports are designed to target areas of need indicated by the collection of this data. Progress is monitored over time and mid-course corrections are utilized as needed. If a student still struggles despite different supplemental approaches, formal evaluation for additional services may be needed.

6. How do you make sure that a child's second language development is considered in instructional decisions?

Instruction for students acquiring their second language is scaffolded effectively by knowing the students' areas of strength and need through the stages of second language acquisition. Beginning with preproduction through advanced fluency, special attention is paid to our ELLs, and their teachers are well acquainted with their learning styles as well as their cultural background and family situations. Instruction is based on research based methods which take the stages of second language acquisition into consideration. There are high expectations for learning. These expectations are paired with carefully designed scaffolds and group activities designed to give students multiple opportunities to apply the language of content through multiple entry points.

7. For dual language programs, answer the following:

- a. How are the English-proficient students (EPs) assessed in the second (target) language?
- b. What is the level of language proficiency in the second (target) language for EPs?
- c. How are EPs performing on State and City Assessments?

At this time, we do not offer Dual Language Program.

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

We evaluate the success of our ELL program based on our students' progress in making gains in moving through the proficiency levels as measured by NYSESLAT, as well as our ELL students and F-ELL students achieving levels 3 & 4 in ELA, Mathematics, and Science. Regarding meeting the AYP for ELLs; as of this writing, only 2011-2012 data is available and it reflects that we have met our AYP. We have no reason to believe that 2012-2013 will be different. We have a rigorous academic program, provide interventions and extra-curricular programs that support our ELL students with cognitive development, and academic skills so that they succeed in all subject areas. We check on their progress at regular intervals and add additional supports as needed.

Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

1. PS 31 has established a procedure to accurately identify students whose home language is other than English. At registration, a Home Language Survey (HLIS) in their native language is given to the parent/guardian who is registering a new student. The family member is offered the assistance of a pedagogue who speaks their home language. Our staff includes speakers of Spanish, Polish, French and Bengali. If the family requires further assistance, an interpreter is provided utilizing staff with foreign language

proficiency or the Translation and Interpretation Unit of the NYCDOE.

An informal initial assessment is conducted in the native language of the parent/guardian to determine whether or not the student is English dominant. A certified pedagogue (Nancy Pease) is in charge of overseeing this process. Nancy Pease holds a Master's Degree and NYS Certification in Bilingual Education. She has been a devoted educational advocate for our English Language Learners (ELLs) for many years and also holds a supplementary Certificate in English as A Second Language.

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.

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

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

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)

The ESL teacher utilizes a LAB-R hand score sheet to devise checklists to ensure that entitlement letters and invitations are distributed. Flyers are sent home and phone calls are made to student homes to encourage parent/guardian attendance at Parent Orientation Sessions. Informal sessions are carried out at the parent/guardian's convenience to ensure the timely return of Parent Survey and Program Selection forms. The Entitlement Letter, invitation, and Parent Orientation Session are provided in their native language as needed. Original surveys and forms are filed in each student's cumulative record files. Copies are stored in the ESL Room and follow students from year to year until they exit the program.

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.

4. PS 31's choice of program is aligned with family preference. Parents attend a Parent Orientation for English Language Learners and learn of their rights and choices in terms of Programs for English Language Learners. The parents have three choices; TBE (Transitional Bilingual Education), DL (Dual Language Programs), and ESL (English as a Second Language Programs). If parents/guardians request TBE or DL, they are referred to the Placement Office unless there are 15 parents requesting the same program utilizing the same language. In that case, PS 31 would form a TBE or DL program. Any necessary consultation/communication with parents is done in the native language of the parent/guardian as s/he requires. Interpretation is facilitated using staff or the NYC DOE Translation and Interpretation Unit. ELPC screen is updated within 20 school days to reflect parent choice.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

5. The New York State English as a Second Language Achievement Test (NYSESLAT) is used to measure progress and proficiency in English language development. Progress is assessed in the modalities of Speaking, Listening, Reading and Writing. The ESL Teacher is responsible for the preparation for, administration, and scoring of the NYSESLAT. She receives support and

assistance from the testing coordinator, assistant principal and principal to ensure that all state mandates are met. Students are evaluated annually in the spring to determine their continued entitlement or “exit” from entitlement. ATS reports (such as the RLAT) are generated in order to ensure that all eligible students are appropriately tested in all four modalities: Listening, Speaking, Reading and Writing. Parents are requested not to take vacations during the testing window. In this way, we try as hard as we can to avoid less than a 100% participation rate. Flyers and booklets are sent home with students explaining the testing. Students are prepared for testing as per state mandates. Speaking tests are administered individually according to state madates. We ususally start with that modality using the worksheet provided by the state. Those scores are then transferred to the individual student answer documents as per state mandates and testing security procedures. Schedules and checklists are developed in order to ensure that each student is given all four components of the NYSESLAT using the correct accommodations according to their IEP. Special education staff advise and assist in this process, ensuring that all Students with Disabilities (SWDs) receive the proper testing accomodations as per their IEPs.

6. 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.) 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. 

In September, 2013, nine (9) families enrolled students for the first time in an English language school. Six (6) languages were represented (Spanish, Polish, Swedish, Urdu, Bengali, and Arabic). Nine (9) families chose ESL for their English Language Learners. Last year, (2012-2013) eight (8) families enrolled students for the first time in an English language school. Five (5) languages were represented (Spanish, Polish, German, Bengali, and Chinese). All eight families chose ESL for their children. Two (2) years ago (2011-2012) sixteen (16) families enrolled students for the first time in an English language school. Six (6) languages were represented (Spanish, Polish, Bengali, German, Turkish, and French). All sixteen families chose ESL for their English Language Learners. The trend in program choice is overwhelmingly for ESL. Program models offered at our school are aligned with parent requests. Should 15 students from the same language group request TBE or DL, we would offer those programs.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - 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])?
 1. In order to meet the linguistic needs of our ELLs as well as comply with parental choice and CR Part 154, PS 31 provides a combination of push-in and pull-out services. We rely mostly on pull out because it is the most effective model for allowing multiple entry points. Pull-out groups are organized homogeneously when students of mixed proficiency need work on the same skill and heterogeneously when instruction is aligned to specific grade level content. This allows for effective implementation of the CCLS using multiple entry points. Groups are formed based on data culled from various sources including ECLAS results, NYSESLAT results, Periodic Assessments, school and classroom tests as well as teacher evaluation.
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)?
 2. Our students performing at the beginning and intermediate levels receive 360 minutes of ESL instruction from our full-time ESL Teacher. Advanced students receive 180 minutes of ESL instruction in addition to 180 minutes of English Language Arts (ELA) instruction in their home classroom as per CR Part 154.
 - a. Our students performing at the beginning and intermediate levels receive 360 minutes of ESL instruction from our full-time ESL Teacher. We have 7 learners working at the Beginning and Intermediate levels in grades Kindergarten and grade1 who are pulled out to receive ESL instruction. We have 5 students at the Advanced level who receive 180 minutes of ESL pull-out instruction in addition to 180 minutes of English Language Arts (ELA) instruction in their home classroom as per CR Part 154. On the second grade through fourth grade levels, we have 6 learners on the intermediate level who are in second grade, and one learner on the Intermediate level who is in fourth grade. These learners receive 360 minutes of ESL pull-out instruction. The Advanced students on these grades (8 second grades, 2 third graders, and 3 fourth graders) receive 180 minutes of ESL pull-out instruction in addition to 180 minutes of English Language Arts (ELA) instruction in their home classroom as per CR Part 154. Our program is flexible in that the ESL teacher pushes in and co-teaches on an as-needed basis.
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 foster language development and meet the demands of the Common Core Learning Standards.
 3. Our ELL students' instruction is based on the same rigorous curriculum as our native English speaking students. However, we include many supports to prepare ELL students and to foster language development, solve problems and meet the challenges presented by the Common Core Learning Standards (CCLS). Our reading lessons involve multiple entry points to help ELLs meet the Common Core Learning Standards. During each reading lesson, using at least one paragraph of the reading lesson 'Close Reading' is focused on. Close Reading is a careful and purposeful reading and rereading of a passage, where students really focus on what the author had to say; what the author's purpose was, what the words mean, and what the structure of the text tells. In doing, the teacher models focusing on words, ideas, structure, flow, and purpose of the text in a way that readies ELLs to answer more complex questions and compare these ideas with what they already know. Additional examples include writing on a 'HOT' (Higher Order Thinking) topic daily. Students are required to cite details from the story to back up their answer. Students will have a rubric to help them assess their response. We are implementing Go Math, which is aligned with the CCLS. Teachers scaffold academic language to support students' participation in content areas. A rich repertoire of scaffolds is used to support students' understanding of the main academic content through multiple entry points. CCLS discussion techniques are employed to support the development of academic language. Research-based ESL strategies are utilized to foster vocabulary development. Resources and materials include a wide range of print, visual and technological resources to enhance English proficiency. Language functions and structures are taught within the context of the lessons.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
 4. Students whose native language is Spanish are administered the the Spanish LAB.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

We ensure that ELLs are appropriately evaluated in all four modalities of English acquisition by utilizing ESL Periodic Assessments for grades 3-5. This is administered twice per year. In the lower grades, a variety of formal assessments are used including the Lexia Quick Reading Test, Wilson Individual Reading Assessment, and Sight Word Assessments.. NYSESLAT rubrics are used to assess student performance on teacher-created tasks in Speaking and Listening. These assessments are performed a minimum of two times per year. Formative assessments are also used to track progress in the four modalities with ELLs in all grades. The ability of following increasingly complicated directions is observed by the teacher. She also observes the students's growth in student-to-student communication. This is characterized by sharing out with increased use of summarizing, using details, and the ability to show evidence and depth of knowledge as well as support their opinions using details form the text. These informal assessments are performed a minimum of two times per year. Teachers work collaboratively to constantly assess our English Language Learners and adjust our instruction and methods in order to best meet their needs.
6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6+ years).
 - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

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

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

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

c. We have four students who has been receiving ESL services for 4 years. Three of these students have disabilities.

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

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

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

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

e. Our plan for former ELLs includes supporting them in any way necessary. We ensure that they receive time and a half for standardized testing for two years after they attain proficiency as per state mandates.

7. 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. Our ELL SWDs receive all services mandated on their IEPs. Our ESL teacher collaborates with the IEP teacher to be sure all SWDs who have ESL indicated on their IEPs are receiving ESL services. A wide variety of instructional strategies are used including small group task oriented instruction, digital resources, as well as a wide range of scaffolds. Materials include an ESL Lending Library which has native language texts available in addition to a wide range of classroom texts, LeapPads, tape recorders, CD players, Califones, electronic bilingual and monolingual talking dictionaries. These instructional strategies are utilized in their classroom and in the ESL room as needed. At this time we have no ELL-SWD whose IEP mandates bilingual instruction. However, if in the future a student enrolls in our school with these criteria, we would follow the mandates of the IEP.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

8. At present, we have 10 students with special needs who are receiving ESL services. ESL instruction is geared to provide support for these learners in accordance with needs identified in their Individualized Educational Plans. The assessment team looks at diagnostic information from formal and informal evaluations to establish where students need support. It takes into consideration their strengths and weaknesses in all academic and social/emotional areas and uses those evaluations to make judgements that are in their best interests. We work as a team to use flexible programming by placing students in their least restrictive settings to maximize time spent with non-disabled peers when appropriate. Teachers work collaboratively to best support our ELLs with disabilities. Our SETTs teacher uses a push-in/pull-out approach in order to service students in their least restrictive environment. The ESL teacher consults with classroom teachers as well as other service providers in order to effectively utilize multiple entry points in the least restrictive environment. The diverse needs of our ELLs who have disabilities are met through a combination of push-in and pull-out models. Students are grouped with gen. ed. students by their level of proficiency according to data culled from ECLAS results, NYSESLAT results, ESL Periodic Assessments, school and teacher assessments. Evidence of student progress is provided by ongoing assessment. Assessments may indicate a need for mid-course changes. Students' strengths and weaknesses in listening, speaking, reading and writing are analyzed to determine curriculum, plan instruction and scheduling. In addition, the ESL teacher is familiar with each particular student's needs via IEP and all services are provided according to the IEP mandates. Progress is monitored and discussed between the ESL teacher, IEP teacher and other providers.

Courses Taught in Languages Other than English ⓘ

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

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

Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of Instruction
Native Language Arts:			

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

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	45 minutes per day	45 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

9. 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. We used NYSESLAT data to target intervention programs for our ELLs in grades K-2. In Spring, 2013, six kindergarteners were tested. One student was a very new arrival from Poland. There was one student tested who had been identified as a student with a disability. Upon analysis of the data, it was noted that 6 students exhibited weaknesses in receptive skills, i. e. listening and reading. The range of intervention services include listening activities targeted to word/sentence comprehension and the comprehension of dialogue and information. Reading activities are targeted to increasing phonemic awareness, identifying rhymes, as well as word and sentence reading. The data also showed that eight students exhibited weaknesses in expressive skills, i.e. speaking and writing. The range of intervention services include speaking activities geared to social and academic interaction, sentence completion, and picture description. Writing activities are geared to strengthen skills in the areas of letter, word and sentence writing.

In grade one, 13 students were tested on the 2013 NYSESLAT including 3 students with disabilities. Upon analysis of the data, it was noted that 5 of the 13 students (38%) exhibited weaknesses in the area of listening. The range of intervention services for these students include activities geared to strengthening word/sentence comprehension and the comprehension of dialogue and information as well as listening for academic content. Nine of the thirteen, (69%) showed weakness in the area of reading. Reading activities are targeted to increasing phonemic awareness, identifying rhymes, and word and sentence reading, as well as reading a short passage. When analyzing the students performance with expressive tasks, we found that 7 of the 13 (54%) exhibited weaknesses in the area of speaking. The range of intervention services include activities geared to social and academic interaction, sentence completion, and picture description, as well as a response to graphic information and storytelling. In the area of writing, 8 first graders (62%) showed a weakness in writing. The range of intervention services for these learners include activities geared to strengthening skills in the areas of letter, word and sentence writing, as well as mechanics/structure and writing a picture-based story.

In grade 2, only two students were NYSESLAT tested. Both students did well on all areas except speaking. As a result, the range of intervention services include activities geared to social and academic interaction, sentence completion, and picture description, as well as a response to graphic information and storytelling.

For grades 3-5, the data comes from spring 2013 ELA results. Four ELLs were tested in ELA last spring in grades 3 – 5. Four out of the four received a Level 2 in Writing. Two of the four received a Level 2 in Reading, one received a 3 and 1 scored at Level Four. Support is given in the acquisition of academic and content vocabulary using Webs and Close Reading Strategies. NYSESLAT rubrics are used to assess student performance on teacher-created tasks in writing. These assessments are ongoing. NYSESLAT rubrics are used to assess student performance on teacher-created tasks in Speaking and Listening. These assessments are ongoing. Speaking skills are emphasized through modelling and supporting academic conversations around rigorous complex texts. We are implementing a new reading initiative this year which which utilizes multiple entry points using varying levels of text complexity. Reading is assessed on a regular basis using school-created reading tests. ELLs' test results are analyzed and instruction is targeted to strengthen the areas in which they are weak. Additionally, our Cluster Teachers support the program by targeting writing in their instruction. Data is reviewed on an ongoing basis. Teachers work collaboratively to best support our ELLs

Additional intervention programs for ELLs in ELA, Math, Science and Social Studies:

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

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

With the implementation of the CCLS our ELLs' instruction is scaffolded using multiple entry points tailored to their needs. Classroom teachers are aware of which of their learners are eligible for ESL services. All teachers are aware that they are teachers

of ELLs. In our current program, we have found that the areas of reading and writing are the weakest. The data comes from spring 2013 NYSESLAT results. Four ELLs were tested in ELA last spring in grades 3 – 5. Four out of the four received a Level 2 in Writing. Two of the four received a Level 2 in Reading, one received a 3 and 1 scored at Level Four. Support is given in the acquisition of academic and content vocabulary using Webs and Close Reading Strategies. NYSESLAT rubrics are used to assess student performance on teacher-created tasks in writing. These assessments are ongoing. NYSESLAT rubrics are used to assess student performance on teacher-created tasks in Speaking and Listening. These assessments are given every 4 -6 weeks. Speaking skills are emphasized through modelling and supporting academic conversations around rigorous complex texts. We are implementing a new reading initiative this year which utilizes multiple entry points using varying levels of text complexity. Reading is assessed on a regular basis using school-created reading tests. ELLs' test results are analyzed and instruction is targeted to strengthen the areas in which they are weak. Additionally, our Cluster Teachers support the program by targeting writing in their instruction. Data is reviewed every 4 - 6 weeks. Teachers work collaboratively to best support our ELLs

Eight ELLs and Former ELLs took the State Math Exam last spring. Two achieved a Level 3, and three scored at Level Two, so they are holding their own. Extra support is given where needed. The three students who scored at Level One are students with disabilities. We follow the goals on their IEPs and provide added support for these students.

11. What new programs or improvements will be considered for the upcoming school year?

11. Our future plans for our ESL program will be based on the needs of our ELL students and will be modified accordingly. Being that we have a large population in grades K-2, we plan on utilizing ESL methodologies and language support in our instructional program to support language acquisition and academic growth. We will utilize our funding to purchase additional learning resources such as Wilson Reading/Fundations materials and Lexia software to accommodate a larger population of younger students.

12. What programs/services for ELLs will be discontinued and why?

12. PS 31 will not be discontinuing programs/services for ELLs. We will continue to support them through any program that is chosen by parents.

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

13. Our ELL population also has full access to all after-school and supplementary programs including the Extended Day Program, Saturday Academy and enrichment programs. Our enrichment programs include Cookshop, Mighty Milers, Legal Lives, Studio in a School, and the 92nd Street Y Musical Introduction Series. We also offer a wide range of extra-curricular programs. The school invites ELLs and monolingual students through the school's website and notices sent home in backpacks. When practical, notices are translated into the students' home language. Our PTA and parent coordinator communicate with the parents of ELLs as well to inform them of all available programs. ELLs participate in kickoff events, school assemblies and workshops.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

14. Instructional materials include the Treasures series by Macmillan, and varied anthologies, Macmillan's Treasure Chest for English Language Learners, the Wilson Reading Program, hundreds of trade books, books on tape, picture and photo files, Getting Ready for the New NYSESLAT, (Attanasio & Assoc.) as well as Continental Press's Empire State NYSESLAT. Students are supported using technology, which includes software and online learning including Lexia Learning. Students are also provided with LeapPads, tape recorders, and electronic bilingual dictionaries for use at home and in school.

ELLs are supported and their progress is assessed using ESL Periodic Assessments two times per year. NYSESLAT samplers are used as practice NYSESLT exams to evaluate progress in all four modalities, listening, speaking, reading and writing. Students are assessed in speaking through the use of Attanasio NYSESLAT prep materials as benchmarks every 4 -6 weeks. Teacher created materials are utilized as benchmarks in Listening every 4 – 6 weeks. Students are assessed in Reading and Writing using school-wide assessments every 6 weeks in grades K, every 4-6 weeks in grades 1 & 2, and every 4-6 weeks in grades 3-5. Additionally, in reading, a variety of formal assessments are used including the Lexia Quick Reading Test, Wilson Individual Reading Assessment, and Sight Word Assessments. These assessments are used with students who need work in these areas on an ongoing basis in order to best meet their needs.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

15. Books in many of the students' native languages are available to support instruction as well as for use at home. The use of electronic bilingual dictionaries and LeapPads support the transfer of native language learning to English. Native language is also supported through our ESL Lending Library. We support positive as opposed to negative bilingualism. We do not at present offer TBE or DL programs due to the lack of parental interest. If this were to change, we would implement programs based on parent choice, and native language support would look very different for us. We would survey parents and students and offer the necessary supports to enhance native language access in order to further promote positive bilingualism.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels?

16. The ELL services correspond to students' ages and grade levels. ELL students are grouped by age/grade level, then proficiency level and serviced for the appropriate amount of minutes per week. Required services support and correspond to our English Language Learners' grade levels. Rigorous grade appropriate texts are used for remediation and curriculum is aligned to the CCLS. We are implementing a new reading initiative this year which which utilizes multiple entry points using varying levels of text complexity. Instruction is scaffolded to help our learners deal with the complex texts on their grade level.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

17. An important goal for PS 31 is to welcome new immigrants who are joining our school community and help their child experience a smooth transition as they become part of the PS 31 family. We reach out to the families of our pre kindergartners and determine who may be eligible for ESL services. We begin making preparations by recommending worthwhile activities for the families to engage in over the summer. Families are furnished with reading lists and resources for family summer fun that are available. Parents are told about the school website, whose content can be translated into a score of languages other than English. Families are also given supply lists for kindergarten to help the children feel welcome and prepared. Students and their families who register before the beginning of the school year are given handouts and materials in their native language to familiarize themselves with the school, and grade level standards. Students and families will be offered a tour of the school whenever possible. Students and their families will be introduced to the ESL teacher as soon as school begins. Our school follows the same procedure for families who enroll when the school year is in progress. All families of eligible students will receive an invitation to a Parent Orientation Session. There is plenty of family support given by the ESL teachers and bilingual staff. Parents feel comfortable coming to school or calling with questions. They can also contact staff members through our website if they prefer.

18. What language electives are offered to ELLs?

We are an elementary school, and do not offer language elective classes.

19. For schools with dual language programs:

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

As per parent choice, at this time, we do not offer dual language programs.

C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

D. Parental Involvement

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

1. PS 31 has an active Parent-Teacher Association (PTA) as well as a Title I Parent Committee who support our school. At regularly attended PTA meetings various issues concerning the school and the community are discussed. We provide translation services for parents who do not speak English during our PTA meetings. All parents, including parents of ESL students are integral members of our school community at PS 31. Together, parents and staff work together to provide the best possible education for our students. We support a climate that values and supports parents, welcoming them to our school. Parents are informed of all school events by newsletters, notices, conferences and phone calls. Additionally, the school maintains a website, which gives parents access to details regarding what events are going on in the school. Parents are kept up to date on their child's progress by their classroom and ESL teachers. The website is powered by eChalk. The content can be translated into more than 60 different languages. Parents are provided with report cards and encouraged to communicate with their child's teacher and attend Parent-Teacher Conferences. These conferences provide open and honest communication about student progress. We provide translation services for parents who do not speak English during conferences. The teacher provides ways in which parents can assist students at home in areas of difficulty. It is with the encouragement and support of the parents that we often see improved student performance. Specific parent involvement activities include workshops on topics including

- Welcome (Back) to School – An ELL Parent Guide to What is Going On at PS 31
- Celebrate the Joy of Reading – The Importance of Parent Involvement and Literacy at Home
- Getting the Most out of Parent Teacher Conferences
- ELL Parent Guide to the NYSESLAT
- ELL Parent Guide to the ELA
- Common Core Math – ELL Parent Guide to GoMath.

2. Our school and our Parent Coordinator partners with other Community Based Organizations to provide workshops to parents including parents of ELL students. These organizations provide outreach to our ELL parents to ensure they have access to healthcare, and family support, such as the Puerto Rican Family Institute. Guest speakers are invited to inform parents on various issues such as healthcare, nutrition, physical fitness, literacy, current events and areas of interest to the parents. They also discuss what is going on in the school and have the opportunity to voice their concerns. Monthly parent workshops are offered on various topics including: Homework Helpers, Standardized Testing, and CPR. Cookshop is a nutrition education program which offers workshops both in and outside our school. Our Studio in a School Program also offers workshops for our parents. We have designated days during the month for parent and children to browse and shop at the school bookstore. A lending library is available to parents to encourage parents to read to their children and children to read to their parents. Translation services are provided to parents for these workshops by bilingual staff or through the use of the DOE's Translation and Interpretation Unit. Parents who are from the same language group also volunteer to help with translation.

3. Our parent Coordinator, Joanne Switalski works with our principal, Mary Scarlato, to survey parents to identify needs. Parents are also welcome to email their concerns through the school's website where there is a wide variety of languages available for their use. The parent coordinator links family and community with learning to enhance our educational program. She assists parents with gaining access to parent education programs and parenting resources in the community. She builds partnerships with local community based organizations. She helps our ELL parents through translators, as she is not bilingual. Bilingual staff and the DOE's telephone translation service are utilized. She helps make parents aware of their role in their child's education by helping them understand interim progress reports, report cards and the importance of parent teacher conferences. Workshops are developed based on parent need and interest. She collaborates with our ESL Teacher in planning the New Parent ELL Orientation in the fall and throughout the year as new admits arrive. She also supports the ESL Teacher in executing workshops on topics including

- Welcome (Back) to School – An ELL Parent Guide to What is Going On at PS 31
- Celebrate the Joy of Reading – The Importance of Parent Involvement and Literacy at Home
- Getting the Most out of Parent Teacher Conferences

- ELL Parent Guide to the NYSESLAT
- ELL Parent Guide to the ELA
- Common Core Math – ELL Parent Guide to GoMath.

Additional workshop topics include:

- Middle School Application Process
- Educational Council Candidate Training
- Helping Parents Access and Understand Interim Assessment Reports
- Citywide Parent Academy Workshops
- Standardized State Exams

As Language Access Coordinator, our ESL teacher supports staff and parents in facilitating provision of language access services. ATS reports can be utilized to monitor parents' language access needs. We carefully review the NYCDOE Learning Environment Survey filled out by our parents to find areas in which we can improve. PS 31 offers support in educating parents about their child's needs and seeking help where they may need it. Parents support our school by being involved in their child's education, volunteering to share their expertise and/or talents with the staff and students, participating in school activities and events, as well as assist with our fundraisers and accompanying classes on trips.

4. As Language Access Coordinator, our ESL teacher supports staff and parents in facilitating provision of language access services. ATS reports can be utilized to monitor parents' language access needs. Bilingual staff and the DOE's telephone translation service are utilized. Materials in languages other than English are utilized by secretarial and nursing staff. Our feedback and survey results on parental involvement activities have shown that our activities do address the needs of the parents. Our parents are involved in school events, PTA meetings, conferences and workshops. The attendance is high at our meetings and workshops. Our parents want to be involved and give back to the school as well. Our annual "Potluck Dinner" is always a big success. Families, including families of ELLs, bring home-cooked dishes to school to share with students teachers and staff. For the first time, PS 31 had a Spring Festival this year, where families of English Language Learners were welcome to enjoy carnival games and Arts and Crafts on our playground. Parents share their expertise by performing for our students, sit on fundraising committees as well as share with their child's class on "Career Day." Parents of English Language Learners are welcome to participate in 'Fabulous Fridays' and come to share something special about their career or culture with their child's class. In addition, Specific parent involvement activities include workshops on topics including

- Welcome (Back) to School – An ELL Parent Guide to What is Going On at PS 31
 - Celebrate the Joy of Reading – The Importance of Parent Involvement and Literacy at Home
 - Getting the Most out of Parent Teacher Conferences
 - ELL Parent Guide to the NYSESLAT
 - ELL Parent Guide to the ELA
 - Common Core Math – ELL Parent Guide to GoMath
- Our close relationship with our parents keeps the communication open and their needs addressed.

E. Additional Information

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

Part VI: LAP Assurances

School Name: Samuel F. Dupont

School DBN: 14K31

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Mary Scarlato	Principal		1/8/14
Stacey Berger	Assistant Principal		1/8/14
Joanne Switalski	Parent Coordinator		1/8/14
Nancy Pease	ESL Teacher		1/8/14
Grace Lu	Parent		1/8/14
Maria Puma	Teacher/Subject Area		1/8/14
Lou Ann Gallo	Teacher/Subject Area		1/8/14
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
Christina Weber	Other <u>Speech/Language Ther</u>		1/8/14
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 14K31 School Name: PS 31, BROOKLYN

Cluster: 4 Network: 412

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

Part A: Needs Assessment Findings

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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

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

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

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

Part A: School Information

Name of School: Samuel F. Dupont

DBN: 14K031

This school is (check one): conceptually consolidated (skip part E below)
 NOT conceptually consolidated (must complete part E below)

Part B: Direct Instruction Supplemental Program Information

The direct instruction component of the program will consist of (check all that apply):

Before school After school Saturday academy Other:

Total # of ELLs to be served: 10

Grades to be served by this program (check all that apply):

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

Total # of teachers in this program: 1

of certified ESL/Bilingual teachers: 1

of content area teachers: 0

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here:

ELLs participate in our school wide after school program according to student need. This is determined by data culled from various sources including NYSESLAT results, periodic assessments, school and classroom tests, as well as teacher observation. These classes will be designed to suit the individual needs of ELLs and Former ELLs. Two grade 3 -5 classes will be targeted in order to support our learners to English language proficiency and beyond. These classes will be designed to suit the needs of ELLs and Former ELLs ranging from beginning through proficient levels and will receive differentiated instruction from a teacher certified in ESL. The program will be after school on Mondays and Wednesdays, allowing for 180 minutes of instruction in ELA two times per week. The duration of the program will be twelve weeks.

Grade three will be comprised of seven ELL students eligible for Title III Supplemental Services. Of the eleven students who took the NYSESLAT last spring, 55% are working at the advanced level and 9% are at the intermediate level. One hundred percent of our third graders show reading and writing as the modalities that need strengthening in order to reach proficiency. All but 9% (1 student) are proficient in the modalities of listening and speaking. One hundred percent (2 students) of our fourth grade ELLs are functioning at the advanced level. These two students are proficient in listening and speaking and show reading and writing as the modalities that need strengthening in order for them to reach proficiency. Instruction for grades three and four will therefore be targeted to reading comprehension geared to higher order thinking skills such as drawing conclusions, author's purpose, making inferences, etc. Writing instruction will focus on strengthening skills using english language conventions as well as practice with expository writing based on graphic organizers. Writing for the ELA will also be highlighted.

Grade five is comprised of one ELL who is functioning at the beginning level in listening, speaking, reading and writing. The instruction for this learner will utilize the Wilson Reading/Fundations Program in addition to the Treasures series by Macmillan and trade books.

Due to the low number of ELLs eligible for ESL services, we will be able to open our Title II Program to Former ELLs. The subgroup Former ELLs will be targeted in a second class after school on Mondays and Wednesdays. Grade three is comprised of eleven Former ELLs. Grade four consists of four Former ELLs, and grade five includes four Former ELLs. All of these ELLs are proficient according to NYSESLAT results, but can benefit from direct instruction in reading comprehension geared to higher order thinking skills such as drawing conclusions, author's purpose, making inferences, etc. Writing instruction will focus on strengthening skills using English language conventions. Writing for the ELA will also be highlighted. Instruction will be scaffolded and differentiated in order to meet the needs of the Former ELLs, who may be functioning at a higher level in these areas.

Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here:

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

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here:

1. The Parental Engagement activities will be held on January 28, 2013 from 9:30 a.m. to 11:00 a.m. The rationale for the session will be to provide family members of our English Language Learners with the highest quality information available on topics affecting their children. They will be introduced to the Common Core Standards and NYSESLAT. Topics will include Understanding the Common Core Standards, NYSESLAT Analysis, and Reading Strategies to Help Your Children at Home. Parents will be notified of this session through letters sent home via backpack, our school website and telephone.

2. PS 31 has an active Parent-Teacher Association (PTA) whom support of our school. At regularly

Part D: Parental Engagement Activities

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

3. Our school and our Parent Coordinator partners with other Community Based Organizations to provide workshops to parents including parents of ELL students. These organizations provide outreach to our ELL parents to ensure they have access to healthcare, and family support, such as the Puerto Rican Family Institute. Guest speakers are invited to inform parents on various issues such as healthcare, nutrition, physical fitness, current events and areas of interest to the parents. They also discuss what is going on in the school and have the opportunity to voice their concerns. Topics including the NYSESLAT and its modalities, the importance of parents reading to students in either first or second languages, as well as Understanding the Common Core Standards are covered. A lending library is available to parents to encourage parents to read to their children and children to read to their parents.

Our feedback and survey results on parental involvement activities have shown that our activities do address the needs of the parents. Our parents are involved in school events, PTA meetings, conferences and workshops. The attendance is high at our meetings and workshops. Our parents want to be involved and give back to the school as well. Our annual "Potluck Dinner" is always a big success for families of ELLs. All our PS 31 families bring home-cooked dishes to school to share their culture with students teachers and staff.

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> Per session Per diem 		
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum 		

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
development contracts.		
Supplies and materials <ul style="list-style-type: none">• Must be supplemental.• Additional curricula, instructional materials.• Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		