



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: THE WILLIAM T DAVIS SCHOOL, PS 31

DBN (i.e. 01M001): 31R031

Principal: PATRICIA A. COVINGTON

Principal Email: PCOVING@SCHOOLS.NYC.GOV

Superintendent: JESSICA JENKINS

Network Leader: MICHAEL DANTONA

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
Patricia A Covington	*Principal or Designee	
Elaine Arnold	*UFT Chapter Leader or Designee	
Fredia McGrew	*PA/PTA President or Designated Co-President	
Barbara Shiel	DC 37 Representative, if applicable	
	<i>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Debra Schwartz	Member/ Staff	
Linda Woolverton	Member/ staff	
LaTonja McMillen	Member/ parent	
Tanisha Wright	Member/ parent	
Jacqueline Tejeda	Member/ parent	
Fatemia Morefield	Member/ parent	
	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.

By June 2014, 45% of all Students With Disabilities (SWD) including English Language Learners (ELLs) will demonstrate more than 1 years progress (an increase of at least 4 levels) in ELA performance as measured by TCRWP assessment of reading levels

Comprehensive Needs Assessment

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.

- Differentiated Accountability SQR recommendations in 2011 indicated that students should be expected to increase a minimum of 4 levels over the course of the year.
- In 2011-2012, 29% of students with disabilities demonstrated a minimum of 1 year of progress as measured by TCRWP assessment of reading fluency and comprehension. In 2012-2013, 42% of students demonstrated an increase of at least 4 levels. The average increase was 3.44 levels.
- 3% of SWDs scored proficient on the NYS ELA exam in 2013; 85% scored level 1 and 12% scored level 2.
- 100% of SWDs who are also ELLs scored at level 1 on the NYS ELA
- Progress report data indicated that 67.9% of the SWDs scored at or above 75th Growth Percentile. This continues a trend of improvement from 50% who scored at or above 75th growth percentile in 2011 and 60.3% in 2012.

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. All Students with disabilities (SWD) will receive small group direct and guided instruction focusing on concepts of comprehension and creating daily written responses to reading. Activities may include Core Knowledge (grades K through 2) or Expeditionary Learning (grades 3-5) curriculum and interventions supplemented by Wilson, Explode the Code, Reading and Writing Sourcebook, Making Meaning, Being A Writer or similar programs.
2. Teachers will be engaged in professional development to improve teacher effectiveness. Professional development will include coaching, modeling of lessons, low inference observations and feedback, and review of professional materials to facilitate appropriate strategies and activities. In addition, teachers will receive professional development to plan curriculum adaptations for SWDs who are also ELLs.
3. Student progress will be monitored using data from periodic assessments such as TCRWP, Performance Series, ELL periodic assessments as well as teacher made assessments, observations and student conferences. Individualized instructional goals will be developed based on this data.
4. Technology including Raz-Kids, and Performance Series will be used to assess and implement instruction to address individualized needs.
5. Teachers meet in weekly teacher team inquiry meetings to plan instruction, assess student work and adjust instruction to implement core curriculum instruction, define scaffolds, and identify interventions as indicated by student work. Grade conferences and vertical teacher team meetings are held monthly to analyze trends and identify additional instruction needs/ interventions.
6. After school program for ELLs on weekly basis from January 2014 through June 2014 to provide additional time and support for English language acquisition

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

1. Small group instruction is provided by classroom teachers, AIS teachers, ESL teacher, content area teachers, Special Education cluster teacher and paraprofessionals under the direction of teacher. Resources include the curriculum information indicated above.
2. Staff developer will provide coaching, modeling, low inference observation feedback and access to professional materials. ESL teacher will work with classroom teachers to plan curriculum adaptations for SWDs who are also ELLs. In addition, professional development in the delivery of standards based lessons and comprehension strategies will be provided by network staff, curriculum publishers and Readworks staff. School leaders will review accuracy of running record assessments and provide professional development to develop capacity to accurately analyze results. School leaders will conduct observations based on the Danielson rubrics to provide feedback to teachers based on professional competencies.
3. Classroom teachers working alone and in teacher teams with assistance from data specialist and staff developer will collect and analyze data. Instructional leaders to develop school-wide goals, teacher teams to develop goals for the grade and classroom teachers to develop goals for individual students.
4. Classroom teachers will provide students with access to technology, will review student progress and make assignments.

5. All teachers are part of grade level teacher teams. They are assisted by staff developer. Instructional leads from each grade form the vertical team. Additional resources include Common Core Learning standards, curriculum guides and manuals.
6. Certified ESL teacher will conduct program. Resources include curriculum based materials.

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

1. Student progress in reading accurately and with comprehension will be measured by TCRWP assessments in September, January, March and June and anticipated progress is at least one reading level. Student writing in response to literature will be reviewed monthly by collection and review of writing samples based on standards based rubric. Students are expected to improve by a minimum of one level on at least one criteria each month.
2. Teachers will participate in a minimum of 3 hours professional development each month. Teachers are expected to participate in literacy based professional development through teacher teams, webinars, workshops and to document the participation. Progress will be measured using the Danielson rubric on informal formative observations and through the review of artifacts.
3. Data will be collected as indicated above; Analysis will be performed to identify school, grade and individual performance trends at least quarterly. Target is a minimum of one Fountas and Pinnell reading level increase each quarter. Progress towards IEP literacy goals will be measured at least 3 times a year based in part on this data.
4. Use of technology is an ongoing activity. Teachers will monitor tasks for completion and progress and assign additional work as indicated by results
5. Effectiveness of this activity is assessed through observation of team by staff developer, school administrator and network liaison and by review of team minutes. .
6. Students are assessed in January. They will be reassessed in March and June to assess progress and make changes to program if indicated. Students are expected to increase by a minimum of one level each assessment.

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

1. Reading levels are assessed in September, January, March and June. Writing samples are reviewed monthly starting in October.
2. Implementation will begin with professional development on September 4, 2013 and will be an ongoing process throughout the school year.
3. Teachers will report student reading progress 4 times a year (September, January, March and June). Teachers will submit samples of student writing in response to literature on a monthly basis beginning in October and continuing through June 2014.
4. Ongoing activity from September 2013 through June 2014..
5. Ongoing activity from September 2013 through June 2014.
6. ELL after school program will begin January 2014 and continue through June 2014.

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

1. One 35 minute period of small group instruction is programmed into the school day to support small group instruction. Resources include literacy curriculum and materials as listed above in strategies/activities. .
2. One 35 minute period is scheduled each week for teacher team meetings. In addition, one common preparation period is scheduled for each grade/each week to support common planning and instructional design. One grade conference and one faculty wide conference is scheduled each month to support teacher effectiveness professional development.
3. Substitute teachers will be hired as needed to facilitate teacher attendance at professional development.
4. School maintains subscriptions to curriculum based software. Smartboards and laptops are available in each classroom. Teachers are trained and supported in the use of instructional and assessment programming.
5. Same as 2 above
6. Resources will include curriculum materials and materials adapted for English language acquisition.

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).

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

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

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
List any additional fund sources your school is using to support the instructional goal below.											

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, ELA and Math curricula will be aligned to the Common Core Standards through the purchase and integration of NYC core curriculum-publisher made materials infused with teacher created units as evidenced by both formal and informal classroom observations, walkthroughs, assessments, performance tasks and student work

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.
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Common Core standards require a shift in instructional practices and resources that was not being addressed with the Balanced Literacy and Everyday Math curriculum resources. Prior to 2013-2014 school year, teachers in grade level teams created 2 units of ELA and 2 units of Math in alignment with the standards. In addition, curriculum was mapped in alignment with standards but review of resources by teacher inquiry teams indicated that additional materials and curriculum guides were needed to facilitate the creation and delivery of year-long curriculum based on Common Core state standards for each grade.

Results on the 2013 ELA were as follows:

Grade	Average Student proficiency	Percentage of Students At Level 3 or 4	Median Adjusted Growth percentile
3	2.06	9%	
4	2.24	16%	74.5
5	2.13	4.8%	69.0

Results on the 2013 Math were as follows:

Grade	Average Student proficiency	Percentage of Students At Level 3 or 4	Median Adjusted Growth percentile
3	2.17	9.1%	
4	2.49	26.3%	84.0
5	2.1	9.8%	81.0

It is apparent from the results that the curriculum and instruction is not sufficient to address the demands of the Common Core Learning Standards. In addition, PS 31 was identified as a focus school by the state for failure to meet progress goals in ELA and Math for 3 years in SWD, ELL and Economically Disadvantaged (ED) subgroups. As such, revision of instructional practices and curriculum is indicated.

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. Identify and obtain standards based curriculum material in ELA and Math.
2. Map curriculum units in ELA and Math based on standards taking into account anticipated needs of students in subgroups (SWDs, ELLs, ED)
3. Complete pacing calendar and activities for individual units based on published curriculum, teacher developed units and additional resources needed to meet needs of subgroups.
4. Increase common planning time to facilitate reviewing and revising curricula.
5. Evaluate curriculum material on an ongoing basis to identify areas for additional instructional or assessment resources. Share findings with colleagues on grade and formalize findings through annotation of units post instruction.
6. Participate in professional development so that curriculum is understood and delivered with sufficient integrity to ensure students are receiving effective instruction.

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

1. School administrators, staff developer, instructional leads. Additional resources included Department of Education analysis of available curriculums and curriculum showcase and workshop
2. Teacher grade level teams, staff developer, school administrator
3. Same as 2.
4. Same as 2
5. Teacher teams, staff developer.
6. Same as 2.

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

1. Material will be identified and in place for instruction beginning in September 2013
2. Monitor map for effectiveness at end of each unit by evaluating student performance on end of unit. Adjust allotted time for unit and activities based on data.
3. Effectiveness of pacing calendar will be evaluated based on data from student formative assessment with adjustments or corrections made as indicated by data.
4. Published units including supplemental instructional materials and assessment/performance tasks will be reviewed in conjunction with student results by teacher inquiry teams, staff developer and school administrator
5. At end of each unit, annotated plan will be created and maintained by teacher team to increase effectiveness of future planning and instruction.

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

1. Implementation began in Spring 2013 with review of materials and will continue through June 2014 as materials are received and evaluated
2. September 2013
3. Ongoing activity from September 2013 through June 2014.
4. Same as 3.
5. Same as 3.
6. Beginning during summer 2013 and continuing through June 2014.

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

1. Resources include DOE curriculum comparisons, review of curriculum materials by instructional team, core curriculum showcase and textbook purchases
2. Resources include published curriculum, teacher developed units, student data. Student programs will be adjusted to allow sufficient time to address small group instructional needs of students in subgroups and student requiring AIS. Content area instruction in science and social studies will be programmed into literacy periods to facilitate additional emphasis on reading and writing information texts.
3. Same as 3.
4. Programs will be adjusted to increase common planning time; teacher inquiry team will be continued on once a week basis.
5. Same as 4.

6. Substitute teachers will be hired as needed to allow for teacher attendance at professional development. Programs will be adjusted as needed to allow for common preparation periods for teachers to collaboratively engage in professional development. After school professional development will be conducted as needed,

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).

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

- Providing materials and training to help parents work with their children to improve achievement. This includes information on internet sites and curriculum materials..
- Facilitating school walk-throughs to build capacity for parental involvement in academics, planning and decision making
- Maintaining an open door policy for parents to address parent concerns
- Providing regular, timely updates on student progress to parents including monthly progress reports that are based on performance towards meeting standards
- Holding annual curriculum conference, twice annual open school week, and parent coordinator workshop
- Holding extended parent teacher conversations with regard to students who scored at level 1 or 2 on 2013 NYS exams.

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
List any additional fund sources your school is using to support the instructional goal below.									

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, supervisory practices will be aligned to the new teacher evaluation and development system including the conducting of formative observations based on Option 1 or Option 2 and providing support to teachers through frequent classroom visits, actionable feedback and professional development aligned to Danielson's Framework for Teaching the Common Core Learning Standards as evidenced by 95% demonstrating growth in teacher practice according to Danielson's Framework for Teaching.

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.

Teacher evaluation is now based on observations, both formal and informal, aligned with the Danielson Framework. The actionable feedback and observation data inform teachers and school leaders of the professional development needs of individual and groups of teachers. Test results indicated in action plan 1 and 2 indicate the need to improve effectiveness of teaching in alignment with the more rigorous demands and instructional shifts of the common core 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. Supervisors will participate in self-directed, department of education mandated and network provided professional development with respect to Danielson framework.
2. Supervisors will develop schedules for observations and provision of timely actionable feedback.
3. Supervisors will participate in professional development and guided practice of observations
4. Professional development aligned to Danielson' Framework will be conducted for all teachers.

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

1. School administrators along with network staff and DOE Talent Coaches
2. School administrators
3. School administrators, staff developers, teachers
4. School administrators, staff developer, DOE central training and resources such as ARIS Learn.

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

1. School leaders will develop working knowledge of the Framework and how to apply it in observations
 2. Effectiveness of schedules will be evaluated based on observations, feedback and evaluations completed on timely basis
 3. Effectiveness will be measured by increase in reliability of inter-rater observation results
 4. A minimum of 3 hours of professional development based on the Danielson Framework will be conducted monthly. Effectiveness will be measured by changes in teacher performance based on the Framework.
- D. Timeline for implementation and completion including start and end dates**
1. Beginning in spring 2013 and ongoing throughout June 2014
 2. Beginning in October, after teachers have selected Options and continuing through June 2014
 3. Ongoing activity September 2013 through June 2014
 4. Same as 3
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
1. Resources include access to high quality professional development.
 2. Resources will include assistance of network staff and talent coach if needed
 3. Same as 2.
 4. Programs will be adjusted to include 3 hours of Professional development monthly. Resources will include ARIS learning opportunities and other professional development text and media.

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).

Although parent involvement is not required for this goal, the Danielson Framework was discussed at the curriculum conference meeting held for parents in September. This was done to provide parents with sufficient information to understand the goals of the school.

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

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.

By June 2014, student attendance will increase by 4% from 90.5% to 94.5% according to data from ATS.

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.

Progress report shows attendance rate of 90.5% which is significantly below peer and citywide index and a .2% decrease from last year. Differentiated Accountability SQR report in 2011 recommends an increase in expectation of at least 4%. The additional time on task as a result of improved attendance is critical for academic progress.

Instructional Strategies/Activities

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. School-wide instruction on importance of attendance including recognition of students with perfect attendance on a periodic basis.
2. Effective communication with parents regarding importance of attendance. Communication includes information in school newsletter, parent information handbook and conferences with parent coordinator and/or attendance teacher if needed. Letters were sent to parents in September if their children were considered chronically absent in 2012-2103 school year to encourage good attendance from the start. Translation and interpretation services will be used as needed to ensure accurate communication with parents/guardians.

3. Increase parent familiarity with and access to ARIS including ability to review attendance data on an ongoing basis (through workshop and individually if needed).
4. Report absence and lateness totals on monthly progress reports to parents. Acknowledge attendance improvement with letter to the parent congratulating them on their successful efforts.
5. Pupil Accounting Secretary, classroom teachers and attendance teacher collaborate to develop effective procedures for identifying students who require outreach. AIS teacher will review all data including ATS reports identifying students 5/10 days absent and open 407s to identify trends on individual student, class and schoolwide basis. Collaborate with network attendance team to address attendance concerns
6. Attendance committee will meet monthly to determine necessary interventions. This may include having the attendance teacher and/or guidance counselor conduct outreach by means of phone calls, letters and home visits or principal conference with parent and/or students as needed. We will continue to partner with community organizations such as Project Hospitality and Staten Island Mental Health to provide parents with information about community resources

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

1. School leaders, classroom teachers
2. School leaders, parent coordinator, attendance teacher, pupil accounting secretary, translation and interpretation unit, bilingual staff members, parent volunteers
3. Parent coordinator
4. Attendance teacher, classroom teachers, pupil accounting secretary
5. Same as 4
6. Attendance teacher, guidance counselor, school administrators, pupil accounting secretary, social worker

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

1. Student attendance data is tracked using ATS reports. Effectiveness is determined based on demonstrated improvement
2. Learning Environment survey results are analyzed to determine effectiveness of communication
3. Effectiveness is determined based on demonstrated improvement in attendance of individual students.
4. Same as 3
5. Effectiveness is determined by analyzing trends including number of students considered chronically absent, monthly attendance percentage.
6. Same as 3

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

1-6. Implementation begins September 9th and is ongoing through the end of June for all strategies and activities.

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

1. Periodic awards assemblies acknowledge students with perfect attendance.
2. Resources include ATS reports, parent volunteers, translation and interpretation services
3. Parent coordinator schedules training as needed. Computers with internet access are made available in the school for parent use.
4. ATS attendance reports are used. Attendance teacher generated improvement letter.
5. ATS data
6. Committee meetings are scheduled monthly.

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).

- Collaborate with PTA/SLT to identify transportation and other problems that may affect attendance and discuss solutions.
- Parent volunteers are used to improve communication when translation and interpretation is required.
- Information and assistance with ARIS Parent link is provided to afford parents with information about their child's attendance and academic progress as well as links to other resources
- Monthly progress reports communicate student attendance and performance information
- Parents are encouraged to volunteer in classroom and with school activities
- Parent workshops and conferences are scheduled to provide information on curriculum, assessment and instructional expectations.
- Parent coordinator will serve as a liaison between school and families to ensure that school environment is welcoming to parents.
- School staff call parents to discuss impact of student attendance on academic performance

Budget and 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.

•Strategies and activities are coordinated with assistance of family workers at shelters and ACS case workers when appropriate. Parents are advised of services they are entitled to through McKinney Vento Act by means of poster in school lobby and discussion with Pupil Accounting Secretary , Guidance Counselor and AIS teacher.

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.

By June 2014, there will be a minimum of 5% increase (from 14.9% to at least 20%) in the number of students in grades 3-5 including SWDs and ELLs performing at levels 3 & 4 in math as evidenced by growth in the average student proficiency on the NYC Progress Report.

Comprehensive Needs Assessment

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.

Math state test data is listed in needs assessment of Goal and Action Plan #2. In addition, the NYC Progress report indicates the average student proficiency was 2.25 on the 2013 exams. This places us at 25.9% of the city range. PS 31 has failed to make adequate progress on state measures for 3 consecutive years indicating a need for significant improvement in this area.

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. Student initial performance data will be collected using pre-instruction assessments from Go Math and other baseline performance tasks to identify areas for instructional need.
2. As indicated above, a significant change in the curriculum will be introduced with the implementation of the Go Math curriculum and additional common core related performance tasks. Data from previous NYS Math exams will be analyzed to identify school and grade level areas of strength and weakness. Math unit planning will be revised on an ongoing basis to identify instructional interventions and additional resource needs based on student data. .
3. Professional development in the effective delivery of the curriculum and teacher effectiveness in general will be provided. Staff developer will model "best practices" in classrooms to increase the capacity of teachers to deliver high quality instruction. DOE Common Core library will be utilized to construct units, align lessons and tasks to common core based units and for additional professional development materials. Teachers will be encouraged to observe model lessons and delivery of instruction by colleagues as well as attending professional development workshops provided by curriculum publisher, Department of Education and network staff. . Staff developer and school leaders will provide coaching, low inference observation feedback and professional materials to facilitate professional development of appropriate strategies/activities.
4. Student performance will be monitored periodically using the above assessments in addition to teacher made assessments and observations with goals being adjusted as needed. Emphasis will be placed on collecting pre-unit assessments in addition to end of unit assessments to more accurately determine learning goals and measure progress.
5. Teacher inquiry teams will analyze student work to identify trends, develop coherence across the grade, and plan additional instruction.

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

1. Classroom teachers, staff developer, data specialist using materials provided by Go Math curriculum
2. Teacher teams with assistance from staff developer, school administrator using Go Math curriculum, student data, teacher created tasks and lessons
3. Staff developer, school leader and teachers with additional resources provided by publisher, DOE libraries and trainers and network staff
4. Classroom teachers working individually and in teams using Go Math, Performance series, additional instructional resources
5. Teacher inquiry teams, school leaders, staff developer

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

1. Initial performance data will be collected for each student to develop baseline information. Effectiveness of this data will be noted in lesson planning that takes into account the prerequisite skills that are needed to enhance instruction. Lesson planning will also be adjusted to omit emphasis on skills that have already been mastered.

2. Student progress on the NYS Math exam will be used to evaluate the overall effectiveness of this strategy. Data will be analyzed on a grade level basis, by subgroup and by individual.
3. School leaders and staff developers will evaluate the effectiveness of the professional development through low inference observations and ongoing analysis of student data
4. Student progress towards meeting instructional expectations of each unit will be used to evaluate effectiveness. All students including SWDs and ELLs are expected to make progress towards goals.
5. Teacher inquiry team minutes and annotated unit plans will be reviewed by school leaders and staff developers.

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

1. Initial data will be collected for all students in September and October 2013.
2. Ongoing from September 2013 through June 2014.
3. Same as 2.
4. Same as 2
5. Same as 2

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

1. A minimum of 3 math periods are set aside for baseline testing. A minimum of one teacher inquiry period if provided for review of results.
2. Weekly common prep periods, monthly conference and teacher team time are used to plan and implement curriculum.
3. Professional development in effective teaching practices is embedded in monthly grade and faculty conferences. Substitute teachers are hired to allow teachers to attend curriculum based professional development.
4. Common preps and teacher team time will be used to collaboratively review assessments and plan instruction.
5. Same as 4.

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).

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

Budget and Resource Alignment

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

xx	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.

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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.)
<p>ELA</p>	<p>Direct instruction and guided practice in phonemic awareness and phonics using Core Knowledge curriculum and Before the Code, Explode the Code and Wilson</p> <p>Differentiated instruction using workshop model</p> <p>Periodic formative assessment using curriculum based and teacher developed assessments to identify specific areas of development need and next steps for instruction</p> <p>Direct instruction and guided practice in specific reading fluency and comprehension skills and strategies (including Close Reading) by the classroom teacher in small groups for a minimum of 35 minutes during each school day</p> <p>AIS teacher services on a push-in and pull-out basis</p> <p>Use of technology such as Reading A to z, Raz-Kids, Readworks.org for individual practice and reinforcement</p> <p>Vocabulary and reading comprehension direct instruction and guided practice for English Language Learners</p> <p>Small group practice in participating in academic conversations to facilitate listening and speaking</p> <p>Direct instruction and guided practice in</p>	<p>Direct instruction may be provided to whole group, small group or individual basis.</p> <p>Guided practice is delivered in small group or on a one-to-one basis.</p> <p>Differentiated instruction may be provided on small group or individual basis.</p> <p>Assessments and review of assessments in on a one-to-one basis.</p> <p>AIS teacher provides services on small group basis during pull out sessions. Push in sessions may be small group or one-to-one.</p> <p>Technology use is one-to-one.</p>	<p>During the school day</p>

	writing using research-based “Becoming A Writer” program		
Mathematics	<p>Direct instruction and guided practice using manipulatives, procedural outlines, charts and tables.</p> <p>Direct instruction and guided practice in problem solving skills and concept development during small group during the school day</p> <p>Periodic formative assessment using curriculum based and teacher developed assessments to analyze progress and identify specific areas of development need</p> <p>Use of CCLS curriculum based technology</p>	<p>Direct instruction can be provided on a whole group or small group basis.</p> <p>Guided practice may be delivered on small group or one-to-one basis.</p> <p>Assessment is delivered n a one-to-one basis.</p> <p>Technology may be used on a small group or one-to-one basis.</p>	During the school day
Science	<p>Direct instruction and guided practice in specific skills and strategies,</p> <p>Use of technology (computer assisted instruction)</p>	Small group or one-to-one	During the school day
Social Studies	<p>Direct instruction and guided practice in specific skills and strategies</p> <p>Use of technology (computer assisted instruction)</p>	Small group or one-to-one	During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<p>Counseling</p> <p>Home visits</p> <p>Conferences with parents/guardians</p>	<p>Counseling may be delivered by a guidance counselor, social worker or social work interns on an individual or small group basis.</p> <p>Attendance teacher works with students</p>	Before , During and After the school day

	Coordination of services with social service agencies	and families on individual basis Full time nurse meets with parents, students and teachers to address actual and potential health concerns	
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**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.

The BEDS survey is used each year to identify teachers who need additional certification. Currently 100% of the staff is highly qualified as defined by NCLB. If a teacher did need additional certification, teacher would be supported with ongoing professional development to meet certification needs.

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

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

All teachers are supported through high quality professional development delivered by the full time staff developer, by network personnel, publishers of curriculum materials and other vendors. Teachers are also encouraged to take part in professional development activities and turnkey the information to their colleagues. A teacher resource room is maintained that includes an extensive professional library, curriculum materials, sample lessons, classroom charts, etc.

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

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

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

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

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 has a full time staff developer who is available to model lessons, observe teaching, identify professional development needs and coordinate the delivery of professional development based on those needs.

As indicated above, teachers participate in teacher team meetings and identify the professional development they need to enable all students to meet the CCSS. Professional development is achieved collaboratively through these teams. Teacher, principal and assistant principal attend citywide and network sponsored training as well as training offered by representatives of CCSS based curriculum.

Each month, teachers and paraprofessionals participate in teacher effectiveness training based on a research based rubric. School administrators conduct formal and informal observations and provide feedback to teachers including opportunities for professional development with a specific focus to address identified needs. In addition, teachers are encouraged to observe colleagues to provide actionable feedback.

All staff members are encouraged to reflect on their practice and identify personal professional development goals. School administrators and staff developer assist in developing personal development plans.

School maintains a professional resource center with literature, models, samples of curriculum delivery methods to enhance teaching practice.

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.).

Funds are integrated to support comprehensive school wide plan to improve instruction to all students to meet challenging rigorous academic content.

We provide assistance to students in temporary housing (STH) to meet their urgent and ongoing needs. Funds are used to provide counseling, books, supplies, and uniforms. Families may also be provided with transportation assistance to attend school events and for students to travel to medical appointments that relate in some way to education.

Full time AIS teacher and teachers providing AIS part time are engaged in providing struggling students with appropriate instruction and support to meet Common Core Learning Standards (CCLS).

A full time staff developer provides ongoing professional development to staff. In addition, substitute teachers are hired to allow pedagogical staff to attend high quality professional development in support of student achievement.

Parent involvement is facilitated through schoolwide system of daily agenda use which encourages parent/teacher regular communication. Parents are provided with regular feedback on student performance through monthly progress reports and have regular access to parent coordinator and teachers to discuss concerns.

Violence prevention programs are facilitated by full time guidance counselor and part time services of social worker. In coordination with parents, school has launched a "Respect For All" program which includes character building lessons in classrooms and culminates in monthly awards assemblies. Students at risk are provided with individual and/or group counseling services.

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.).

Preschool students who attend PS 31 are provided with a curriculum aligned with the Common Core Learning Standards. The PreK teacher attends Kindergarten teacher team meetings and other curriculum professional development to facilitate transition. PreK parents from this school and other PreK programs are invited to tour school and observe the Kindergarten program with their children. PreK teacher works with Kindergarten teachers each spring to share records and discuss individual students as part of the articulation process.

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.

School administrators, testing coordinator and staff developer research assessments and present choices to teacher teams. Teachers participate in grade level teams to discuss appropriate assessment measures for the students in their grade. Instructional lead of each team is a member of a vertical planning team that reviews assessments to ensure consistency across the grades. Professional development is provided by the staff developer, by the Department of Education periodic

assessment team and by assessment publishers. Teachers who attend professional development sessions are expected to turnkey the information to the appropriate staff,

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).

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; This will include periodic School Leadership Team focused walk throughs of classrooms to build capacity for increased involvement.
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;

- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support: men asserting leadership in education for their children, parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing verbal progress reports that are periodically given to keep parents informed of their children's progress;
- providing written progress reports on a monthly basis to keep parents informed of their children's progress;
- maintain an "open door" policy to allow parents to consult with school administrators and/or parent coordinator;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

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

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;
- conduct a minimum of one curriculum conference each year to explain academic curriculum and goals for each grade;
- 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;
- ensuring 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.

**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 31	Borough Staten Island	School Number 31
School Name The William T Davis School		

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 Patricia A Covington	Assistant Principal Linda Woolverton
Coach Elaine Arnold	Coach n/a
ESL Teacher Debra Schwartz	Guidance Counselor Danna Taylor
Teacher/Subject Area n/a	Parent Carmen Tenesca
Teacher/Subject Area n/a	Parent Coordinator Diana Patras
Related Service Provider Marissa Nieves	Other Jennifer Gigliotti
Network Leader(Only if working with the LAP team) n/a	Other n/a

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	1	Number of teachers who hold both content area and ESL certification	1
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	0
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)	457	Total number of ELLs	33	ELLs as share of total student population (%)	7.22%
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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 1 2 3 4 5
6 7 8 9 10 11 12

This school offers (check all that apply):

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

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes, refer to the separate periods in a day in which students are served. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Pull-out	1	1	1		1	1								5
Push-In				1										1
Total	1	1	1	1	1	1	0	6						

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	33	Newcomers (ELLs receiving service 0-3 years)	24	ELL Students with Disabilities	17
SIFE	0	ELLs receiving service 4-6 years	8	Long-Term (completed 6+ years)	1

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or 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
Dual Language										0
ESL	24		9	8		7	1	0	1	33
Total	24	0	9	8	0	7	1	0	1	33

Number of ELLs who have an alternate placement paraprofessional: 4

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

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
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	3	4	4	8	6	6								31
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic				1		1								2
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	3	4	4	9	6	7	0	0	0	0	0	0	0	33

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)	2	0	0	1	2	1								6

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	4	1	5	4	4								18
Advanced (A)	1	0	3	3	0	2								9
Total	3	4	4	9	6	7	0	0	0	0	0	0	0	33

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	6				6
4	6				6
5	1				1
6					0
7					0
8					0
NYSAA Bilingual (SWD)				1	1

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	1		1		3		1		6
8									0
NYSAA Bilingual (SWD)									0

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

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

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.

Early literacy skills are assessed using the TCRWP four times per year. In September 2012, 100% of the ELLs were assessed at level 1 based on the benchmark levels for their grade. From September to June, 13.04% of the ELL students increased from performance level 1 to level 3 .

In September 2012, 29% of the students were assessed at Level A and B. (Kindergarten students were not included at this point as the TCRWP does not include Kindergarten in September). 16% were at Level C and D. 29% were at level E and F. 15 were at level G and H and the remainder were at levels J and K. Instruction was tailored in part based on the characteristics of these levels and the error analysis of the running records. For instance, students reading at Level A and B for instance need to solidify letter-sound relationships, word by word matching of the spoken to written word and decoding basic words. Students at level G and H need more complex word solving strategies and are beginning to encounter challenging vocabulary.

In June 2013, 13% of the students were at Level A and B. 16% were at C and D. 16% were at level E and F G and H accounted for 19%, 16% were at levels I and J and the remaining were at levels M and N.

Approximately 10% of the ELL students who were assessed in September and June moved up one reading level, 40% moved 2 levels, 20% moved 3 levels and 20% moved 4 levels. The remaining 10% moved 5 levels.

Analysis of reading record miscues and error patterns indicates that students show progress in grade level phonics skills. However, the lack of fluency when reading impacts comprehension. Comprehension is also impacted by the need to develop appropriate vocabulary and background information. Guided reading instruction to develop understanding of text structures and strategies to identify word meanings are indicated to improve comprehension. Repeated readings and accessing audio recordings of books to improve fluency are also indicated. Development of written expression skills including spelling are also included in the instructional plan for ELL students.

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

An analysis of the proficiency information indicates that the largest group of our students continues to be at the Intermediate level. 54.55% of our ELL students are at the Intermediate level. This is a change from last year when intermediates comprised 42.5% of our ELLs. Currently, the smallest groups are the Beginners with 18.18%. This is a significant change from last year when Beginners were 25%. The percentage of students who are at the Advanced level is 27.27% , a slight increase from the 22.5% at this level last year.

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 [AMAO tool](#))

In the past, students who were not making measurable gains on the NYSESLAT showed a lack of progress in the reading and writing strands. To date, proficiency levels are not available for the most recent testing year and we have not been able to analyze patterns. We will continue to place additional emphasis on reading and writing using the common core curriculum on a daily basis. Because of our instructional plans to differentiate instruction, small group guided reading instruction is provided on a daily basis. Instructional priorities are determined for each student based on data from progress monitoring through running records, teacher observation and other content area formative assessments.

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?

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

- a. Overall, 75% of our students remained at the same proficiency level and 25% advanced 1 level. The results were better for our special education population as 68% of these students stayed at the same level compared with 83% of the general education students. As of this date, information on the proficiency levels of each modality is not available for additional analysis. All but one ELL student took exams in English as they are not proficient in reading their native language. One student opted to take exams in his native language and he performed well. It should be noted that he also scored proficient on the NYSESLAT.

- b. Item skill analysis for ELL periodic assessment is reviewed by an instructional team consisting of data specialist, ESL teacher and classroom teacher to determine areas of instructional need. Individualized learning goals are collaboratively developed by the ESL teacher and the classroom teacher based on this information which serves as the basis for small group instruction.

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

Both the ESL teacher and the classroom teacher allow for opportunities for the student to speak in their native language by pairing them with a buddy speaking the same language. There is also a dual language library available in the ESL classroom as well as in the PS 31 Robin Hood Library which is available to students, parents and teachers. Parents are encouraged to read to their children in their native language. Spanish speaking parents are provided with copies of workbooks in Spanish when available to enhance their ability to assist their children in the content area.

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

5. 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](#).)

All students including ELLs are provided with "increasingly intensive, targeted instruction designed to meet their needs" (RTI Guide) The Initial data is obtained during the screening process. The first part of this is the HLIS as this provides the teacher with information about the students linguistic background. The formal assessment (currently LAB-R) provides additional data on the students English acquisition level. All students are screened for performance on literacy and math strands. This screening can identify if the student should receive targeted support in the academic area in coordination with language support services.

Students begin with Tier 1 instruction. The instructional core needs to be adapted so that curriculum is accessible for the ELL student.

If the student is not showing sufficient progress on the skills and competencies, a more intensive targeted intervention is provided. Progress monitoring is continued to assess how a student is responding to the instruction. The student progress must be compared to that of their peers. Teachers can then use data to determine when to adjust instruction for all ELLs or for specific students. Student progress can be reviewed by the school RTI team to review interventions for appropriateness to the curriculum and the cultural and linguistic background of the students. The ESL teacher and the classroom teacher work collaboratively to differentiate lessons, define initial interventions and assessment methods. If a student demonstrates persistent difficulties after receiving intensive interventions over a period of time, we will request an evaluation to determine if a student requires special education students.

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

We use data from multiple sources to inform instructional decisions. Teachers must be aware of the students language background, educational and experiential background and extent of proficiency in second language. With this information, for example, the teacher may make an instructional decision to identify words and concepts that need further explanation for the ELL students. Teachers must incorporate different ways for ELLs to show their understanding allowing for a variety of ways to respond. In collecting data for an ELL student, the teacher must identify the students' strengths and areas of need. Instructional decisions should be considered that ensure the learning experiences connect to relevant issues for the ELL when possible. The ELL student is provided with opportunities to work in pairs and small groups. Learning objectives are displayed for the student in a manner the student can understand. Charts that are easily understood by the ELL student are clearly displayed. The classroom teachers and the ESL teacher work collaboratively to ensure that the instructional decisions are appropriate to the second language development of the ELL student.

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?

not applicable

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

We do not have a sufficient number of ELL students to form a subgroup for AYP purposes. We evaluate the success of our program by evaluating the progress of individual students on standardized measures such as the NYS ELA, Math and NYSESLAT exams and informal measures such as the TCRWP and unit assessments in the content areas. Individual data is analyzed to determine trends. Instructional decisions are based on this data. These instructional decisions include increased emphasis on reading and writing strategies and techniques including the development and use of content area vocabulary to achieve increased progress towards English language acquisition.

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](#).)
At the time of initial enrollment in a New York City public school, the parent/guardians are asked to complete the Home Language Identification survey (HLIS) by the pupil accounting secretary Jennifer Gigliotti. (In her absence, payroll secretary, Patricia Lettiere assumes this responsibility) For all initial enrollments, the pupil accounting secretary must contact a qualified pedagogue with a valid NYC teaching license to conduct an oral interview and assist the parent in the completion of the HLIS. An informal oral interview is conducted with all enrollments to identify if the student may possibly be an ELL. The informal interviews are conducted by Debra Schwartz, a certified ESL teacher. In the event she is not available, additional qualified pedagogues (certified Common Branch teachers) Elaine Arnold, staff developer, and Kathleen McBratney, AIS teacher, conduct the interview. The interview focuses on the questions on the HLIS to ensure the answers are reliable and valid. The above named pedagogues are English speaking. If a language other than English is indicated, the parent/guardian is provided with the HLIS in their native language if available. If the HLIS is not available in that language, an oral translator is used. In the event a translator is not available at the school level, the interpretation and translation unit is called for assistance. When a language other than English is indicated, the oral interview of the parent and student is continued in the native language. Interpretation is provided by the bilingual family worker, Evelyn Maldonado, or bilingual paraprofessionals, Sara Merino, Judith Watson, Otilia Harry or Delrita Warner, for Spanish speaking parents, and by the parent coordinator, Diana Patras, for Chinese speakers. Interpretation in other languages is facilitated by parent volunteers or by a phone call to the translation and interpretation unit. If the responses on the HLIS indicate the home language is not English, the LAB-R is administered during the first 10 days of school. The LAB-R is administered by a certified ESL teacher, Debra Schwartz. She also hand scores it to determine if the student qualifies as an ELL. If the HLIS indicates that Spanish is the home language and the student qualifies as an ELL by virtue of the score on the LAB-R, the Spanish LAB is also administered by the ESL teacher. Testing is completed within the first 10 days of school and the results are reported to the parents. The LAB-R testing will be replaced by the NYSITELL on February 1, 2014.
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.
It is essential that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL). At enrollment, if the HLIS indicates a language other than English, the ESL teacher or other teacher on the interview team explains the testing process to the parents. Interpretation services as outlined above are used if needed. At conclusion of the formal initial testing, if the student is found to be an ELL, parents are invited to an orientation conducted by the certified ESL teacher. When possible, the translated invitation is hand delivered to the parent. When that is not feasible, it is "backpacked" home. The ESL teacher follows up with a telephone call to all parents to advise them of the importance of attending and she explains the program choices. Parents watch the video with the ESL teacher. The certified ESL teacher explains the three program choices. Parents are encouraged to ask questions to fully understand the programs. Parents are then asked to select the ELL program they prefer for their child.
After selecting the program, parents are advised of the programs that are available at this school. Currently, we have a free standing ESL program. When the parent chooses a program that PS 31 does not offer, they are informed that the school will keep a record of their choice and will notify them when the program of their choice becomes available.
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](#)].)
If the student qualifies as an ELL after the administration of the formal initial testing (currently LAB-R), an entitlement letter is sent to the parent in their preferred language by the certified ESL teacher. Letters are hand delivered to parents when possible. If hand delivery is not practical, they are mailed home and a copy is back-packed home with the students. Through this letter they are

invited to the above referenced orientation session which takes place within 10 days of enrollment and provided with a parent survey and selection form. At the orientation, the parent watches the DVD, receives a brochure explaining the program and has an opportunity to discuss all programs with the certified ESL teacher. The parent can then complete and return the survey and selection form. The certified ESL teacher telephones parents who do not respond to the orientation invitation as an outreach effort. An additional copy of the invitation is backpacked home with the students. The parent coordinator may also attempt to contact the parent by phone. If a parent does not make a selection after all outreach efforts have been exhausted, the default program is Transitional Bilingual Education as per CR Part 154. Copies of enrollment letters, parent surveys, and program selection forms are maintained by the certified ESL teacher in an ELL binder. The binder is located in room 311.

4. 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.

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

5. 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.

The ESL teacher maintains the list of students to be tested based on entitlement. Information is taken from ATS reports such as the BESIS, RLAT, RLER, RYOS, to confirm that all eligible students have been identified. The certified ESL teacher and the testing coordinator work together to create a testing schedule to ensure that all sections of the NYSESLAT are administered to all ELLs in accordance with the mandates of the NYS and NYC Departments of Education. As students take each section, the completion is noted on the schedule to ensure that all students complete test. Students who are absent are tested when they return provided it is within the testing window. Medical or other documentation is obtained in the event a student is absent for the entire testing window.

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. [①](#)

The trend over the past few years has been to choose the free standing ESL program. This year, the selection for the 3 new ELLs was ESL as their first choice. Last year, the first choice for the 4 new admits (2 in Kindergarten and 2 in grade 2) was bilingual as the first choice and ESL as a second. Four special education students were recommended for bilingual programs on their IEP. In the absence of that program, they are receiving the services of a bilingual paraprofessional. The first choice for the remaining ELL students was ESL as the first. Therefore, this is currently the only program model that is offered at our school. Parent selection and enrollment forms are reviewed periodically to ensure program models offered at our school are in line with parent requests. We are now using the ELPC screen to track the trends in parent choices. a certified teacher with a bilingual extension is currently on staff and is available to teach a bilingual class if that is required.as per the Aspira consent decree.

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])?
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)?

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

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

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

SAMPLE STUDENT SCHEDULE 2013-2014 ESL Student

ESL Program Type: Free Standing, Push In, Pull Out Proficiency Level: Beginner

Period	Time	Subject
0	8:15-8:50	Small group instruction
1	8:53-9:43	Reading, Skill instruction and practice
2	9:46-10:36	Math
3	10:39-11:29	Social Studies, Science, Gym, Art or Music
4	11:32-12:22	Lunch
5	12:25-1:15	ESL (pull out) 5 times per week
6	1:18-2:08	ESL (push in) 3 times per week Content area instruction such as math, writing, or literacy
7	2:11-3:05	Content area instruction such as literacy, math, writing and daily reflection

(This schedule is for Monday through Thursday. The Friday schedule does not include 0 period due to students later arrival that day)

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.

The ESL teacher follows the school wide common core curriculum to ensure tht students receive Common Core Learning Standards based instruction ESL methodologies are employed in the delivery of instruction. To encourage ESL students to become self-directed learners rather than teacher-dependent learners, the ESL teacher demonstrates proficient models of both oral and written English language. To further the infusion of content instruction, the ESL teacher uses the workshop model, cooperative learning, computers, leveled library and picture dictionaries. The ESL classroom is visually rich including paired pictures and words to encourage acquisition of English language vocabulary. The ESL teacher works collaboratively using a team teaching approach with the classroom teacher during push in periods providing on-going assistance including the necessary

English language vocabulary in the content area instruction. Both the ESL teacher as well as the classroom teacher provides concrete experiences which will allow the language to become comprehensible. There is flexible grouping in the ESL classroom as well as the regular class based on the academic needs of the student as evidenced by the data obtained from various sources including Lab-R and NYSESLAT and periodic assessments. The ESL teacher meets with teachers on common preps, informal meetings, teacher team inquiry meetings, and during articulation opportunities to determine the most effective way to provide content area support for ELLs. Planning includes adapting common core based lessons for the classroom to support ELLs and planning to integrate content information in the pull out ESL classes. The ESL teacher creates a partnership with the classroom teacher to enhance communication between parents and teachers.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

Students whose native language is Spanish are initially assessed with the Spanish LAB. Additionally, Spanish proficient paraprofessionals are available to translate assessment information for students to determine their acquisition of content area knowledge. New York State assessments in Math and Science are obtained in translated versions so that students are assessed in their native language whenever possible. When translated state assessments are not available, students may be provided with a translator. Additionally, students are provided with bilingual glossaries. Native language books and materials are maintained in the school library and the ESL classroom. Students may choose from these materials and respond to comprehension prompts given in writing and verbally by a proficient native language speaking peer. Their response can then be translated so the teacher can assess literacy skills. Whenever feasible, students are paired with other students with the same native language to give an opportunity for speaking and listening skill practice.

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

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Listening, Speaking, Reading and Writing are components of the Common Core Learning standards. Formative assessments are conducted in line with the Common Core based literacy curriculum to ensure that student learning is assessed and additional instruction is provided. ELL students participate in performance assessments which are assessed using a rubric and next steps are identified. ELLs also participate in the ELL periodic assessment. Reading fluency with comprehension is assessed using running records a minimum of once per quarter. Emphasis is placed in the classroom and the ESL program on speaking and listening. Several other assessment tools are implemented such as multiple choice questions, open ended questions, essays, oral presentations and demonstrations.

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).

Instruction is differentiated for ELL subgroups as follows:

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

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

- *Providing a buddy that speaks the same language when possible
- *Providing an English speaking buddy to demonstrate routines and procedures
- *Creating opportunities for new students to participate in all school-wide activities.
- *Providing visual support such as charts, word walls with picture cues, picture cards , graphs or videos
- *Allowing opportunities to interact with classmates at a teacher directed center or guided reading instruction
- *Using books accompanied by audiocassettes to allow the students to master English skills while using a visual aid

simultaneously.

- *Using bilingual dictionaries to assist in translation where applicable.
- *Providing continual praise/encouragement of the child's success
- *Specific instruction and assessment in listening and speaking
- *Progress monitoring using formal and informal assessments to establish individual goals in listening, speaking, reading and

writing

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

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

*The instructional plan for all ELLs including Students With Disabilities (SWD) are aligned with the state standards in ELA and math. Teachers prepare students for state exams using a standards based curriculum. Test preparation strategies and materials are used as part of the instruction to prepare students for the testing process. Students are also provided with testing accommodations in the classroom as well as on the state exams.

c. ELLs receiving service for 4 to 6 years: in addition to continuing strategies from above, emphasis is placed on reading and writing instruction. Results of assessments including NYSESLAT, ELL interim assessments, periodic assessments, NYS ELA and Math exams are reviewed to determine zone of proximal development so that instructional goals can be accurately set. Additional 30 minutes of small group instruction is provided daily to enhance development of ELA skills and strategies.

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

e. Former ELLs are supported for up to 2 years if needed, They may be provided with ELL test accommodations during that time on classroom as well as state tests. These students may continue to take advantage of resources provided by the ESL teacher and are invited to participate in any before or after school programs intended for ELLs. They may also be supported in the AIS or reading Volunteer program.

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?

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

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?

During pull out periods, SWDs may be included with ELLs from general education classes in accordance with the group size specified on their IEP. ELL-SWDs are included with general education students during gym, art, music periods and lunch/recess time. Trips and other activities are planned on a grade level basis so that all students can participate equally. Instruction is planned on a grade level basis and the additional supports that may be needed by an ELL-SWD are identified in the planning process so that the student can continue to receive services in the least restrictive environment .

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

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

				Instruction
Native Language Arts:				
Social Studies:				
Math:				
Science:				

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

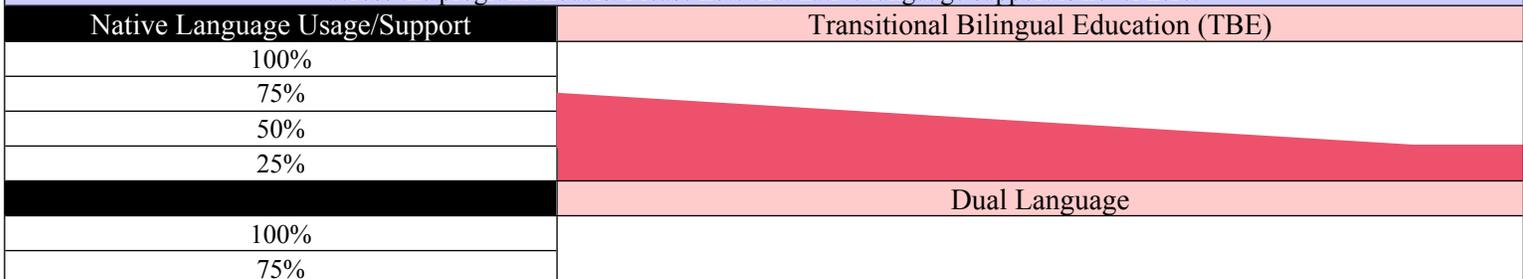
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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



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.

Targeted interventions programs for ELLs in ELA, math and other content areas are offered in English as follows.

- New Heights Reading Intervention
- Explode the Code and Core Knowledge phonics (Grades K-3)
- Being A Writer; research based writing intervention (all grades)
- Making Meaning; a research based reading comprehension intervention (all grades)
- Wordly Wise vocabulary (Grades K-3)
- Sadlier Oxford Vocabulary Workshop program (Grades 4-5)
- Daily small group instruction in reading strategies provided by AIS or classroom teacher. Materials used for this reading include books and passages from the content areas of science and social studies.
- Daily small group instruction in math content and strategies provided by AIS or classroom teacher
- Differentiated instruction in all content areas
- Individualized instruction using technology such as Raz-Kids.
- Center based activities such as ETA Cuisenaire Writing Destination and Conversation Cues Oral language Cards
- Home Team Advantage Literacy Tool Kit
- NYSESLAT and Beyond workbooks (all grades)

These interventions are offered in English.

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

Our current program is effective in aligning content and language development as the result of the collaborative work between the classroom teacher and the ESL teacher. The ESL teacher participates on teacher inquiry teams to assist in analyzing student work and making instructional decisions. The ESL teacher pushes in to classrooms during content area instruction to make the learning more accessible for her students. ELL students are fully integrated in the classroom environment to satisfy the need to develop and apply the language of the content area. ESL pull out instruction is designed to support the student with activities that match the specific English proficiency level of that group. Data indicates the effectiveness in that 4 of the 6 students who took the NYS Science exam scored level 3 or higher. Although all 12 students who took the ELA (including ELL-SWDs) scored level 1, in the Math content area 5 of these students scored level 2.

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

This year, we are implementing a new curriculum in all grades in the ELA and Math areas. Core Knowledge is the ELA program for grades K-2 and Expeditionary Learning is the program for grades 3-5. Go Math is the new Math curriculum for all grades. In addition, we are using Making Meaning and Being A Writer as reading and writing interventions in all grades. We are considering supplementing the existing phonics component of Core Knowledge with Explode the Code, an Orton Gillingham based phonics program .

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

We do not anticipate discontinuing any programs/services at this time.

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

ELLs are afforded equal access to all school programs. Planned after school programs include test preparation, art and other enrichment programs and are open to all students. In addition, an after school Title 3 program is offered for additional literacy and test preparation instruction. Invitations to all programs are translated so that parents can understand and consent to the students' participation. Interpretation is available at parent workshops, parent teacher conferences and PTA meetings so that parents have appropriate access to information. To ensure that ELLs have equal access to curriculum programs during the school day, students with the same native language are grouped for certain activities to assist each other. Also when needed, a translator will assist in clarifying instructions to student. Bilingual glossaries and dictionaries are available to assist students access content area materials. When available, Spanish language curriculum materials are provided to parents to enable them to support students with home based assignments.

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

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

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

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

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

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

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

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

Required services and resources are selected to correspond to the ELL students' ages and grade levels. Common Core Learning standards are consulted to ensure materials are rigorous and in line with expectations for students. Instruction is altered to provide the scaffolding required for student success with the curriculum. Material are adapted as needed.

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.

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

18. What language electives are offered to ELLs?

Language electives are not available in this school.

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)?

Not applicable

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.

1. Professional development continues on an ongoing basis throughout the school year. All teachers are engaging in a minimum of 6 hours of professional development each month. Our school will provide the following Professional Development opportunities to all teachers of ELLs including common branch teachers, special education teachers, speech teachers and the ESL teacher:

Units of study for writing and looking at students work in accordance with Common Core Learning Standards (CCLS)
Increasing teacher effectiveness in accordance with research based rubrics
Delivery of Common Core literacy curriculum (Core Knowledge grades K-2, Expeditionary Learning grades 3-5)
Effective questioning strategies and techniques
Total participation techniques to improve student engagement
Recording and analysis of running records
Setting and monitoring progress towards individualized student goals based on data
Differentiating instruction using Universal Design for Learning (UDL) model
Integrating technology into the standards based curriculum
Understanding and using data from assessments including New York State ELA, Math Science, NYSESLAT, LAB-R exams, Periodic assessments such as TCWRP, NYC Performance Assessments, and ELL Interim Assessments
Collaborative inquiry protocols and strategies

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

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

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

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

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

2. All staff are encouraged to pursue attendance at conferences and workshops. Teachers of ELLs were encouraged to attend curriculum based professional development that was held over the summer. In addition, as noted above, teachers are provided with continued training during in-school and outside workshops, on scaffolding curriculum to allow all students including ELLs to meaningfully engage in the Common Core Learning standards. All teachers of ELLs including the ESL teacher are part of a teacher inquiry team that meets weekly to analyze student performance in line with the standards. This inquiry process creates additional professional development opportunities to align instruction with the standards based on individual student needs.

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

4. All teachers receive the minimum of 7.5 hours of ELL training as per Jose P. Special education teachers receive a

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

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

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

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

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

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

2. Our parent coordinator hosts parent workshops on a periodic basis. The topics are suggested by parents and school staff. Representatives from community based organizations are invited to present relevant information to parents. These have included workshops by Literacy Inc, Health Plus, Early Childhood Direction Center, JCC Senior Care, New Brighton Community partnership, Universal Temple of the Arts, Sundog Theatre and Staten Island Mental Health.

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

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

questions here:

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.

Paste response to question here:

Part VI: LAP Assurances

School Name: PS 31 William T Davis School

School DBN: 31R031

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Patricia A Covington	Principal		12/6/13
Linda Woolverton	Assistant Principal		12/6/13
Diana Patras	Parent Coordinator		12/6/13
Debra Schwartz	ESL Teacher		12/6/13
Carmen Tenesca	Parent		12/6/13
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
Elaine Arnold	Coach		12/6/13
	Coach		1/1/01
Danna Taylor	Guidance Counselor		12/6/13
	Network Leader		1/1/01
Jennifer Gigliotti	Other <u>Pupil Accounting Sec</u>		12/6/13
Marissa Nieves	Other <u>Related Serv Prov</u>		12/6/13
	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: 31R031 **School Name:** The William T Davis School

Cluster: 6 **Network:** 609

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

Part A: Needs Assessment Findings

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

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

Spanish bilingual family worker in the school assessment team members meet with parents of newly admitted special education students to assess need for translation and interpretation.

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

The home language for 86% of our students is English. Spanish is the most common language other than English. It was reported as a home language for 11.8% of the students. The remaining 2.1% of the languages include Arabic(1.3%), Ga.(.2%), Mandinka (.2%) , and Urdu(.4%). 7.22% of the students qualify as English Language Learners. Interpretation and translation services are needed for parent teacher conferences, workshops and meetings, documents pertaining to students' performance and school activities.

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

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

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

Part B: Strategies and Activities

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

As indicated above, the home language for 13% of our students is not English. Spanish is the most common language other than English. Written translation services are required for documents pertaining to student performance and school activities. The Department of Education provides translation of citywide documents on its website. These are used when available. In addition, our Spanish speaking staff members are available to translate school based document. In addition, parent volunteers are available to translate in lower incidence languages. An outside vendor will be used if school staff and parent volunteers are unable to produce a written translation. In the event a translation cannot be provided on a timely basis, parents are provided with information about the availability of translation and interpretation services.

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.

Spanish and Chinese speaking staff members are available to provide oral interpretation services during parent telephone and in person conferences. Provision has been made to provide services on a per session basis when needed for before and after school activities. Parent volunteers generally provide interpretation services during PTA, SLT and other workshops and meetings. Staff members can assist if volunteers are not available.

Telephone number of Translation and Interpretation Unit is posted at school security desk at the main entrance and in main office so that

telephone interpretation can be obtained if needed.

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

Copy of the Bill of parents Rights and Responsibilities was provided to parents to notify them of their right to translation and interpretation services.

Signs are posted in conspicuous locations (front entrance, school lobby) indicating the availability of interpretation and translation services.

Safety plan contains procedures for insuring that parents in need of language assistance services are not prevented from reaching the schools administrative offices.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School:	DBN: 31R031
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 29
Grades to be served by this program (check all that apply): <input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 2
of certified ESL/Bilingual teachers: 1
of content area teachers: 1

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

Rationale:

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

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

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

Subgroups and grade level of students:

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

Schedule and durations:

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

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

Part B: Direct Instruction Supplemental Program Information

writing.

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

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

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

Part C: Professional Development

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

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

Begin description here:

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

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

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

Part C: Professional Development

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

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

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

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

Part D: Parental Engagement Activities

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

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

Begin description here:

Rationale:

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

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

Part D: Parental Engagement Activities

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

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

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

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

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

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

Part E: Budget

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

Allocation Amount: \$

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

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
curricula, instructional materials. • Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		