

**2014-15  
COMPREHENSIVE EDUCATIONAL PLAN  
(CEP)**

**DBN: (i.e. 01M001):**

**14K031**

**School Name:**

**SAMUEL F DUPONT, PS 31**

**Principal:**

**MARY SCARLATO**

## Comprehensive Educational Plan Outline

**Section 1: School Information Page**

**Section 2: School Leadership Team (SLT) Signature Page**

**Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan (CEP)**

**Section 4: CEP Overview**

**Section 5: Needs Assessment, Annual Goals and Action Plans**

- **Section 5A Capacity Framework Element - Rigorous Instruction**
- **Section 5B Capacity Framework Element - Supportive Environment**
- **Section 5C Capacity Framework Element - Collaborative Teachers**
- **Section 5D Capacity Framework Element - Effective School Leadership**
- **Section 5E Capacity Framework Element - Strong Family-Community Ties**

**Section 6: Academic Intervention Services (AIS)**

**Section 7: Title I Program Information**

**Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)**

**Section 1: School Information Page**

**School Information**

School Level: Elementary School Number (DBN): 14K031  
School Type: Elementary Grades Served: Pre-K through Grade 5  
School Address: 75 Meserole Ave. Brooklyn, NY 11222  
Phone Number: 718-383-8998 Fax: 718-383-5652  
School Contact Person: Mary Scarlato Email Address: mscarla@schools.nyc.gov  
Principal: Mary Scarlato  
UFT Chapter Leader: LouAnn Gallo  
Parents' Association President: Jennifer Pinzel/Grace Lu-Cao  
SLT Chairperson: LouAnn Gallo  
Student Representative(s): \_\_\_\_\_

**District Information**

District: 14 Superintendent: Alicja Winnicki  
Superintendent's Office Address: 206 Heyward St. Brooklyn, NY 11206  
Superintendent's Email Address: awinnick@schools.nyc.gov  
Phone Number: 718-302-7600 Fax: 718-302-7978

**Cluster and Network Information**

Cluster Number: 412 Cluster Leader: Christopher Groll  
Network Number: 4 Network Leader: Daisy Concepcion

## Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor's Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

**Directions:**

1. List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk\*.
2. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.\*\*
3. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

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

\*\*Signature of constituent only indicates consultation in the development of the CEP, not approval.

### Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

#### The Capacity Framework and CEP Development

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

The Six Elements of the Capacity Framework	
1.	<b>Rigorous Instruction:</b> Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
2.	<b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
3.	<b>Collaborative Teachers:</b> Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
4.	<b>Effective School Leadership:</b> Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
5.	<b>Strong Family-Community Ties:</b> School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
6.	<b>Trust:</b> Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and

## The Quality Review and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

### NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

1. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
2. School Culture: Positive Learning Environment (1.4), High expectations (3.4)
3. Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

### Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

4. **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
5. **Step 2:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
6. **Step 3:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
7. **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
8. **Step 5:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

## Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
2. School strengths, accomplishments, and challenges.
3. The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

PS 31 is located in the community of Greenpoint, Brooklyn. Our school serves pre-kindergarten through grade five, with 7% of our students ELLs (English language learners), and 16% are SWDs (Students with Special Needs). Our student population is multicultural with 9% Asian, 5% Black, 48% Hispanic, and 36% White. Many of the families living in our community are multi-generational. Currently, we have a group of parents who are alumni of PS 31, so parents are an integral part of the fabric of our school.

Our shared vision is to develop critical thinkers and problem solvers through rigorous learning, and utilizing advanced technology. Highly qualified educators in partnership with parents and community will grow students who are prepared for success in post-secondary education and beyond. The mission of PS 31 is to cultivate a nurturing environment in which our school community is committed to challenge each student to meet his/her optimal potential academically, socially and emotionally by respecting, appreciating and challenging them in a caring community, while building a sense of responsibility and respect. Through rich and varied learning experiences, we will provide the vehicle for students to succeed in meeting the Common Core Learning Standards (CCLS) and lay the foundational skills needed for college and career readiness. Our goal is to have students become innovative thinkers, resourceful problem solvers, effective communicators, inspired learners, and productive and responsible citizens.

We believe students learn best when we acknowledge their personal strengths and needs and support them to build a strong connection to our school. Our students should be exposed to opportunities that will facilitate college and career readiness by providing goal setting opportunities, engaging and collaborative activities, developing students' critical thinking skills, fostering the essential skills of communication and collaboration, and promoting the important academic and personal behaviors of persistence, independence, organizational skills, and self-regulation.

Our school has been recognized many times over the years for our academic accomplishments. Historically, PS 31 has been an academically high achieving school since 1975. We were awarded with National Blue Ribbon Status for academic excellence in 2009. On our School Quality Report for 2013-2014 we exceeded all of our targets in Student Progress, Student Achievement, School Environment, and Closing the Achievement Gap. In Student Progress we scored 75.1 points, 11.9 points above our target. We scored 88.9 in Student Achievement, 17.6 points above our target. In School Environment we scored 72.5, 4.4 points above our target, and in Closing the Achievement Gap we scored 71.1 points, 12.5 points above our target. In addition, we were designated as a Title I Rewards School status for the past three years for high achievement statewide. In recognition of this status, in May of 2014 educators from our school traveled to Albany to present best practices from our Diagnostic Tool for School and District Effectiveness Self-Assessment Document (DTSDE). In December 2014, we were awarded the Title I Reward Schools Grant for \$50,000 to enhance and disseminate best practices in our school that align with Highly Effective and Effective practices reflected in our DTSDE Self-Assessment.

One of our strengths at P.S.31, is exposing our students to as many different life, health, and career experiences as possible, including music, art, dance, theatre, chess, computers, cooking, law, and environmental awareness/ecology. Our partnerships with many organizations, including Disney Musicals, Studio in the Schools, New York City Cook Shop (Food Bank NYC), and Eco Schools USA, enable us to cultivate unique skills, and broaden life experiences. We believe that healthy bodies create healthy minds. Students will learn best when their minds and bodies are in sync. This year we are implementing the Office of School Wellness Program (OSWP) grant from the NYCDOE (New York City Department of Education), which supports our school community's wellness vision in promoting the behaviors and skills that will lead to a healthier life. We have created a School Wellness Council consisting of parents, and a Student Wellness Council to look at the needs and strengths of our school, as well as to create a plan to carry out our wellness

vision. In addition, after earning our Bronze Medal last school year, we are expanding our Go Green Eco-Machine Team for 2014-2015. As one of our initiatives, we have installed water filtration systems on our water fountains to allow for cleaner water and to increase our sustainability. Lastly, PS 31 works in partnership with many fine organizations:

Making Pre-K Count (Bank Street College)  
Williamsburg Movement and Arts Center  
Hosh Yoga  
92nd Street Y  
Stages on the Sound  
Materials for the Arts  
Farmigo  
National Wildlife Foundation  
Eco-Schools USA  
Disney Musicals in the Schools  
Funding Factory  
Elmer's Glue Crew  
Greenpoint Lion's Club  
Fuel Up to Play 60  
NYC Food Bank  
Franklin Street Community Garden  
Road Runners Club  
Magnet Schools of America  
Project Legal Lives

One of the areas where we saw the most growth last year was in math. On the NYS Math Assessment, all students in grades 3-5 receiving scores of 3 or 4 increased 6.8% from 69.4% in 2013 to 76.2% in 2014. On NYS Math, in 2014 SWDs in all grades increased 2.3% for students receiving a 3 or 4 from 2013. In third grade, SWDs increased 15.3% for students receiving 3 or 4 in 2014 from 2013. Our ELL population in grades 3-5 was too small for the state to publish the statistics, however our Former ELLs in grades 3-5 receiving 3 or 4 in math increased by 11.1% from 2013. 83.3% of our Former ELLs received a 3 or 4 on the NYS Math Assessment and out-performed their English Proficient peers by 3.3% (English Proficient students scored 80%).

The area in need of growth to focus on this year is writing. In writing, 66% of 3rd grade students received less than a 2 on all short and extended responses in NYS ELA. 52.7% of 4th grade students received less than a 2 on all short and extended responses on NYS ELA. 36.3 % of 5th grade students received less than a 2 on all short and extended on NYS ELA. Based on these results, as well as analysis of student writing products, writing will be a major focus for our instructional goal.

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5A – Capacity Framework Element - Rigorous Instruction:** Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

### Part 1 – Needs Assessment

1. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Rigorous Instruction). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
2. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Based on an analysis of our NYS Math data, we found that on the NYS Math Assessment in 2014, SWDs in all grades increased 2.3% for students receiving a 3 or 4 from 2013. Former ELLs in grades 3-5 receiving a 3 or 4 increased by 11.1% from 2013. 83.3% of our Former ELLs received a 3 or 4 on the NYS Math Assessment and out-performed their English Proficient peers by 3.3% (English Proficient students scored 80%). However, based on an analysis of our NYS ELA data we found a decrease of 7.8% in grades 3-8 General Education students scoring a level 3 or 4 from 2013 to 2014, however, SWD (students with disabilities) decreased only 6.6%. We received an excellent on our School Quality Snapshot in Closing the Achievement Gap in ELA for SWDs and for lowest performing students. In writing, 66% of 3rd grade students received a score of 0 or 1 on all short and extended responses on the NYS ELA. 52.7% of 4th grade students received a score of 0 or 1 on all short and extended responses and 36 % of 5th grade students received a score of 0 or 1. Based on an analysis of the MOSL (Measures of Student Learning) data by standards, it showed that students in grades 3-5 were weaker in writing than reading. In BOY MOSL (Beginning of Year Measures of Student Learning) baseline assessment grade 3, 27.1% of students showed proficiency in their performance average in writing, 32.5% of grade 4 students, and 52.3% of grade 5 students. Based on these results, as well as an analysis of student writing products, writing will be our ELA focus for our instructional goal.

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

Students in grades 3-5 will show growth in writing extended responses as measured by an increase of 5% of students receiving a proficient score on the EOY MOSL (End of Year Measures of Student Learning) Benchmark assessment.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ol style="list-style-type: none"> <li>1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>3. Strategies to increase parent involvement and engagement</li> <li>4. Activities that address the Capacity Framework element of Trust</li> </ol>	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Teachers in grades 3-5 will implement the Curriculum Associates, <u>Ready Write Program</u> , a rigorous Common Core aligned, researched based program including a teacher online toolkit for interactive Promethean boards. (Program was developed with guidance from	Grades 3-5	December 2014 –April 2015	Schools leaders and teacher leaders.

James Cunningham, Ph.D., Maureen McLaughlin, Ph.D., Breda Overtuf, Ed.D., D. Ray Reutzel, Ph.D.)			
Professional development kick-off from the educational consultant from Curriculum Associates.  Weekly Professional Development facilitated by teacher leaders.	Teachers 3-5, Teacher Leaders and School leaders	Early December 2014 through January	School leaders and teacher leaders
Teacher team common grade level planning of units/lessons including differentiation and multiple entry points for all learners including SWDs and ELLs. Teacher teams create common assessments, performance tasks, and common rubrics.	Teachers grades 3-5	December 2014-June 2015	Teacher Teams, teacher leaders, school leaders.
Teacher team analysis of student writing using the ATLAS protocol. Teacher teams plan next steps, adjust units and instruction based on analysis of student thinking and writing. Teachers track student sub-group data to support student achievement.	Teacher teams grades 3-5	January 2015-June 2015	Teacher teams, teacher leaders, school leaders.
Teacher teams send home a grade level newsletter to inform parents of learning objectives including writing.  <u>Parent Workshops on ELA CCLS Writing and Ready Writing Program.</u>	Parents	January 2015-June 2015	Teacher teams, school leaders,  Parent Coordinator
All stakeholders, parents, staff, school leaders will work together collaboratively to ensure that this instructional goal is attained (PTA (Parent Teacher Association) Meetings, SLT (School Leadership Team) Meetings, School Website, Parent Meetings)  After School Literacy and Math Program  After School Literacy and Math Program for ELL's  Saturday Academy for Literacy and Math  Saturday Academy for Literacy and Math for ELLs	Staff, teachers, school leaders, parents  Students in Grades 3-5 in need of AIS ELA/Writing  ELLs and Former ELLs in Grades 3-5  Students in Grades 3-5 in need of AIS ELA/Writing  ELLs and Former ELLs in Grades 3-5	December 2014 – June 2015  January 2015-April 2015  January 2015-April 2015  February 2015-April 2015  February 2015-April 2015	School Leaders, Staff, PTA, SLT  School Leaders  School Leaders  School Leaders

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule

adjustments, etc.

Schedule writing 3 periods a week in grades 3-5.  
Purchase Ready Write Program and Teacher Toolkits.  
Program common planning periods 4x per month for teacher teams.  
Program vertical team meetings 2x per month.  
Per-Session for writing curriculum units and June planning for September 2015.  
Per-Session for After School and Saturday Academy.  
Per-Session for ELL After School and Saturday Academy.

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I Basic		Title IIA	X	Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

NYSTL Textbook Funding

**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
2. Specify a timeframe for mid-point progress monitoring activities.

Performance Task: Writing an extended response based on two pieces of text.  
Mid- February 2015

**Part 6b.** Complete in **February 2015.**

1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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2. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5B – Capacity Framework Element - Supportive Environment:** The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

### Part 1 – Needs Assessment

- |    |   |
|----|---|
| 3. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 4. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.  |

Based data from parent meetings, SLT meetings, PTA meetings, and our NYC School Survey, we found a need to implement a character education program at PS 31. On the parent portion of the NYC School Survey, we noticed a slight decline overall in parent satisfaction on school culture and environment. On the 2012-2013 survey, 99% of parents reported they felt our school was safe, and the students were both supported and challenged. On the 2013 – 2014 survey, 96% of parents reported being satisfied with our school culture and environment. Based on parent feedback from various meetings, our parents expressed an interest in implementing an Anti-Bullying/Character Education program. On the 2013-2014 NYC School Survey, 19% of teachers disagreed with this statement. “In my school there is a person or a program that helps students resolve conflicts.” Therefore, our focus this year is to launch a character education program, and create a Student Wellness Council to foster overall health, wellness, and positive self-esteem development as well as safety in our school.

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

Students in pre-K through grade 5 will participate in a school-wide character building program beginning in February 2015. This character building program will support the improvement of our overall school environment as measured by 95% of parents and Student Council members satisfied with the new character program and its effects on our school environment in the post-survey.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
5. Research-based instructional programs, professional development, and/or systems and structures needed to impact change  6. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).  7. Strategies to increase parent involvement and engagement  8. Activities that address the Capacity Framework element of Trust			
Our School Wellness Council will form a Wellness Committee of students called the “Student Wellness Council.” This group of students will meet bi-weekly and empowered in leadership roles to address our school’s needs. They will assess our school’s wellness needs in the following areas: nutrition, physical education, character education, and youth leadership.	Students	January 2015 – June 2015	School Leaders, School Wellness Council, Teachers, Parents, and Students

The School Cabinet will research, review, and recommend a character education program that will be school-wide from pre-K through grade 5.	Students	January 2015 – June 2015	School Cabinet, School Leaders
Professional learning for all teachers on the character program. Teachers will adapt character curriculum to meet the needs of all learners including SWDs and ELLs.	Teachers	February 2015	School Leaders, School Cabinet
Parent meetings to inform parents on the new character program - PTA meetings, SLT meetings, Website, and Newsletters.	Parents	February 2015 – June 2015	School Cabinet, Teachers, Student Wellness Council
All stakeholders, parents, staff, school leaders will work together collaboratively to ensure that this goal is attained through PTA Meetings, SLT Meetings, School Website, Parent Meetings	School Staff, Parents, and Students	February 2015 – June 2015	School Staff, Parents, and Students
Student celebration events for “Good Citizenship.”	Students	February 2015-June 2015	School Leaders, Staff, Parents and Students

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<p>Scheduling assemblies.</p> <p>Purchasing professional services for character development.</p> <p>Purchasing student resources and materials for character development program.</p> <p>Scheduling Student Wellness Council meetings.</p> <p>Scheduling parent workshops.</p> <p>Scheduling professional learning on character education.</p>

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy	X	Title I Basic		Title IIA		Title III	X	Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									
Office of School Wellness Grant									

**Part 6 – Progress Monitoring**

<p><b>Part 6a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:</p> <p>9. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p> <p>10. Specify a timeframe for mid-point progress monitoring activities.</p>
<p>Pre-Survey in January of parent and student satisfaction in our current school culture and character education. This will be a baseline survey to compare with our post survey in June.</p>

**Part 6b. Complete in February 2015.**

11. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
12. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5C – Capacity Framework Element - Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

### Part 1 – Needs Assessment

- |     |   |
|-----|---|
| 13. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 14. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.  |

PS 31 has exceeded our targets in Student Progress, Student Achievement, School Environment, and Closing the Achievement Gap on our 2013-2014 Quality Report. However, we found that our ELLs (English language learners) made less growth in mathematics than other subgroups. 26.7% of ELLs scored at the 75<sup>th</sup> Growth Percentile or higher as compared to the lowest third scored 71.4%, and SWDs scored 66.7%. Our needs assessment further indicates through teacher surveys, feedback from team meetings, and school leader observations, that there is a need for professional learning on the strategies of differentiating instruction, multiple entry points and grouping.

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

Teachers will take part in professional learning on formative assessment strategies, differentiation strategies, multiple entry points, and grouping students through Professional Learning Communities (PLCs) as measured by a post teacher survey given in May, in which 100% of teachers report they have implemented differentiation strategies into their daily lessons.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
15. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 16. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 17. Strategies to increase parent involvement and engagement 18. Activities that address the Capacity Framework element of Trust			
Professional learning on formative assessment, differentiation strategies, multiple entry points, and grouping will be led by school leaders and/or our network professionals for our Professional Learning Communities at school.	Teachers	January 2015	School Leaders, Network Professionals,
Teachers will participate in a six week learning cycle in a PLC by grade level, studying differentiation strategies and multiple entry points, as well as the essential role of formative assessment in grouping students within the classroom to meet the needs of all learners.	Teachers, Students	February 2015 - March 2015	School Leaders, PLC Facilitators
PLCs will focus their studies on strategies for all students including SWDs and ELLs. A final share will be held at the culmination of the six	Teachers, Students	February 2015 –	School Leaders, PLC Facilitators

week cycle with all teachers both general education, special education, ESL, and SAT team participating in the share. Strategies that are addressed will be for all sub-groups of students including SWDs and ELLS.		March 2015	
The school website and parent newsletters will highlight ideas shared by the various PLCs to support parents with strategies to help meet the learning needs of their children at home.	Parents	June   2015	School Leaders, Teachers
All stakeholders including parents, staff, and school leaders will work together collaboratively to ensure that the needs of all students are met.	Staff, School Leaders, Parents, and Students	January 2015 – June 2015	School Staff, Parents, and Students

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<p>Schedule Network Professional Learning.</p> <p>Schedule PLC Committee Meetings.</p> <p>Purchase professional books and resources to study formative assessment, differentiation, multiple entry points, and grouping strategies.</p> <p>Schedule inter-visitation to other schools in the district.</p> <p>Schedule inter-visitation within our own school.</p>

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy	X	Title I Basic		Title IIA		Title III	X	Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									
Reward Grant Funding									

**Part 6 – Progress Monitoring**

<b>Part 6a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
19. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.				
20. Specify a timeframe for mid-point progress monitoring activities.				
By March of 2015, teachers will complete a reflection piece on the PLC cycle and which strategies they have implemented within their daily instruction.				
<b>Part 6b.</b> Complete in <b>February 2015.</b>				
21.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No
22.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5D – Capacity Framework Element - Effective School Leadership:** Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

### Part 1 – Needs Assessment

- |     |  |
|-----|--|
| 23. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 24. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.   |

A comprehensive needs assessment revealed many of our strengths as evidenced by various indicators including our Quality Report, NYSED Accountability Status, NYS Assessments, NYC School Survey, and school leader observations. We have achieved Reward Status from NYSED Accountability for the past three years. An analysis of observation data from Danielson’s ratings in Advance indicate that teachers are very strong in Classroom Environment, Domain 2, with 99%/98% of all teachers scoring an effective/highly effective in 2a and 2d respectively. However, in Domain 3, Instruction, 95% of teachers scored effective or highly effective in 3d-Assessment, with only 5% of all teachers scoring highly effective. On the 2013-2014 NYC School Survey, 100% of teachers strongly agreed and/or agreed that school leaders provide time for professional collaboration. 100% of teachers strongly agreed and/or agreed that they work together on teams to improve their instructional practice. However, 5% of teachers disagreed that they are receiving professional development that is more tailored to their development needs. Therefore, school leaders will focus on developing PLCs to nurture the professional growth of teachers and staff.

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

To implement a six week cycle of PLCs to meet teachers’ learning needs, topics chosen and facilitated by teacher teams with a focus on learning and improving student outcomes. By May 2015, teacher teams will have completed one six week cycle in a PLC. We will measure the effectiveness of the professional learning by analyzing a reflection sheet at the end of the six week cycle reporting positive feedback, with at least two strategies each teacher has implemented in their instructional practice.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
25. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 26. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 27. Strategies to increase parent involvement and engagement 28. Activities that address the Capacity Framework element of Trust			
Form PLC Committee to facilitate PL (Professional Learning), develop surveys, norms, agendas and minutes	Teachers	Early November 2014-Mid-	School leaders, teachers

		November 2014	
Professional learning sessions on PLCs to introduce staff to PLC. Teachers fill out survey on professional learning needs.	Teachers	November 2014-December 2014	School leaders, PLC Committee
PLCs will start a 6 week cycle focused on the needs of the individual teacher teams. The initial cycle will be arranged by grade level teams.	Teachers	March 2015 – April 2015	School Leaders, PLC Committee, PLC Facilitator for the first cycle
Post Survey after the 6 week cycle to receive teacher feedback on helpfulness of the cycle and what strategies will be implemented into their daily practice.	Teachers	May 2015	School Leaders, PLC Committee
PLCs will share their 6 week study at a culminating professional learning workshop. Each PLC will present their studies and share practices that will impact all students including ELLs and SWDS.	Teachers	May 2015	School Leaders, PLC Committee
Share specific strategies that were presented at our PLC share that will help parents in supporting their children’s summer learning at home in our monthly parent newsletter and on our school website.	Parents	June 2015	School Leaders, PLC Teams
Survey teacher needs for September.	Teachers	June 2015	School Leaders PLC Committee

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<p>Schedule PLC Committee Meetings.</p> <p>Purchase professional books based on teachers’ needs.</p> <p>Purchase classroom resources and supplemental materials needed as an outcome of the PLC studies.</p> <p>Hire consultants as needed to support teacher growth as an outcome of PLC studies.</p> <p>Schedule inter-visitation to other schools in the district.</p> <p>Schedule inter-visitation within our school.</p>

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy	X	Title I Basic		Title IIA		Title III	X	Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									
Reward Grant Funding									

**Part 6 – Progress Monitoring**

<p><b>Part 6a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:</p> <p>29. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p> <p>30. Specify a timeframe for mid-point progress monitoring activities.</p>
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Review PLC Agenda, minutes, next steps and teacher surveys from PLC Committee, and PLC Teams.

**Part 6b. Complete in February 2015.**

31. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
32. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5E – Capacity Framework Element - Strong Family and Community Ties:** The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

### Part 1 – Needs Assessment

- |     |   |
|-----|---|
| 33. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 34. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.  |

Based on data from teacher meetings and our NYC School Survey, we have created partnerships with our local community organizations and businesses. Our local partnerships have included Hosh Yoga, Williamsburg Movement and Arts Center, and Franklin Street Garden. We have many additional partnerships as well such as Cook Shop with the NYC Food Bank, Stages on the Sound, Grow to Learn, Eco Schools and the 92<sup>nd</sup> Street Y. However, our goal is to have those partnerships expand and continue to grow in our school community. On the teacher portion of the NYC School Survey, 89% of teachers felt we have a large enough variety of programs to actively engage our students. However, teacher feedback from various meetings, it was suggested that instead of bringing in additional enrichment programs we should build upon our existing partnerships. Therefore, our focus this year will be to expand upon our programs already in place and build upon these partnerships that we have created.

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

Students in grades pre-K through grade 5 will participate in mindfulness breaks during the school day. These mindfulness breaks will be provided with the partnership, Hosh Yoga, our local community yoga agency. This mindfulness program will be an expansion of a program that began in the first grade last year. Students in grades 4 - 5 will continue to participate in the ballroom dance program with the Williamsburg Movement and Arts Center. 95% of teachers will be satisfied with the new school-wide mindfulness breaks and ballroom dance program as measured by post feedback from teachers through a post-survey to assess the satisfaction of the expansion of our partnership as well as differentiated, engaging activities.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
35. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 36. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 37. Strategies to increase parent involvement and engagement 38. Activities that address the Capacity Framework element of Trust			
PS 31 obtained a grant through the Office of Wellness at the NYC Department of Education. This grant has enabled us to form a School Wellness Council and a Student Wellness Council and will expand the	Students	January 2015- April 2015	School wellness Council, School Leaders, Hosh Yoga

mindfulness program across all grades. Hosh Yoga will begin the mindfulness program in February with classes Pre-K through 5 <sup>th</sup> grade.			
Professional development will be held for our teachers from Hosh Yoga to support staff in implementing the mindfulness breaks daily and to sustain the program.	Teachers	March 2015	Hosh Yoga, School Wellness Council, School Leaders
Williamsburg Movement and Arts Center will begin the dance program that will focus on ballroom dance in the 5 <sup>th</sup> grade and then move down to the 4 <sup>th</sup> grade as well.	Students	January 2015 – May 2015	Williamsburg Movement and Arts Center, School Leaders
There will be a collaborative effort amongst all staff to work together to ensure that all students participate and are successful in these enrichment programs. The staff will work with both organizations to ensure that the needs of all students are met including SWDs and ELLs. Our School Assessment Team will assist us in this process.	All students including SWDs and ELLs	January 2015 – May 2015	School Leaders, Staff, School Assessment Team including our Occupational Therapist
Parent workshops from Hosh Yoga will be scheduled for parents to partner with school in implementing the mindfulness program.	Parents	April 2015	School Leaders, Staff, Hosh Yoga, Parent Coordinator
Culminating activities will be presented to parents at an assembly for the Williamsburg Movement and Arts Center.	Parents	May 2015	School Leaders, Staff, Students
Culminating activities for the mindfulness program will be presented to parents by Hosh Yoga.	Parents		

#### **Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Purchasing Services from Hosh Yoga, Williamsburg Movement and Arts Center.  
Scheduling Student Wellness Council Meetings.  
Scheduling School Wellness Council Meetings.  
Scheduling weekly programs.  
Scheduling teacher workshops.  
Scheduling Culminating Performances.  
Scheduling Parent Workshops.

#### **Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I Basic		Title IIA		Title III	X	Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									
School fundraisers to support the continuation of the ballroom dance program. Office of School Wellness Grant									

#### **Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

39. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

40. Specify a timeframe for mid-point progress monitoring activities.				
Pre-Survey in January for teachers and post survey in June to assess teacher satisfaction in expansion of enrichment programs.				
<b>Part 6b. Complete in February 2015.</b>				
41.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No
42.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

**Section 6: Academic Intervention Services (AIS)**

*(Required for All Schools)*

**Directions:** Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	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.)
<b>English Language Arts (ELA)</b>	<ul style="list-style-type: none"> <li>• Level 1 and low level 2 on assessments such as: baseline MOSL, NYS ELA 2014</li> <li>• Teacher Recommendation</li> <li>• Parent Request for help</li> <li>• PPT request</li> <li>• Data Inquiry Team referral</li> </ul>	<ul style="list-style-type: none"> <li>• Wilson Reading</li> <li>• Close reading with Purpose Strategies before reading: frontload vocabulary, preview, discuss, predict, and connect.</li> <li>• Strategies during reading: question text, question author, determine context clues,</li> <li>• Strategies after Reading: retell, clarify points of confusion, make connections, text-self, text -to text, text -world,</li> <li>• Summarizing</li> </ul>	<ul style="list-style-type: none"> <li>• Small Group</li> <li>• Whole Group</li> </ul>	<p>Strategic AIS grouping in classroom</p> <p>Push-in/pull-out during the day, After School, Saturday Academy</p>
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>• Level 1 and level 2 on MOSL Baseline and NYS Math 2014</li> <li>• Teacher Recommendation</li> <li>• Parent Request for help</li> <li>• SAT (School Assessment Team) request</li> </ul>	<ul style="list-style-type: none"> <li>• Explicit and Systematic Instruction</li> <li>• Representation techniques</li> </ul>	<ul style="list-style-type: none"> <li>• Small Group</li> <li>• Whole Group</li> </ul>	<p>Strategic AIS grouping in classroom</p> <p>Push-in/ Pull-out during the day After School, Saturday Academy</p>

<b>Science</b>	<ul style="list-style-type: none"> <li>• Level 1 and level 2 on NYS Science 2014 –Grade 4</li> <li>• Level 1 and low level 2 on assessments</li> <li>• Teacher Recommendation</li> <li>• Parent Request for help</li> <li>• SAT Team request</li> </ul>	<ul style="list-style-type: none"> <li>• Academic Vocabulary</li> <li>• Content Vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• Small Group</li> <li>• Whole Group</li> </ul>	Strategic AIS grouping in classroom  Push-In during the day
<b>Social Studies</b>	<ul style="list-style-type: none"> <li>• Level 1 and level 2 on assessments</li> <li>• Teacher recommendation</li> <li>• Parent Request for help</li> <li>• SAT Team request</li> </ul>	<ul style="list-style-type: none"> <li>• Academic Vocabulary</li> <li>• Content Vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• Small group</li> <li>• Whole Group</li> </ul>	Strategic AIS grouping in classroom Push-In during the day
<b>At-risk services</b> <i>(e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</i>	<ul style="list-style-type: none"> <li>• Parent Request</li> <li>• Teacher request</li> </ul>	<ul style="list-style-type: none"> <li>• Counseling - Guidance Counselor</li> <li>• “At Risk” Counseling- School Psychologist</li> <li>• Social Skills – Guidance Counselor</li> </ul>	<ul style="list-style-type: none"> <li>• Small group</li> <li>• Individual</li> </ul>	Pull out during the school day

## Section 7: Title I Program Information

**Directions:**

1. All schools must indicate their Title I status in Part 1
2. All elements of the *All Title I Schools* section must be completed in Part 2
3. All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
4. All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
5. If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
6. For additional information, visit the [Title I Intranet webpage](#)

**Part 1: Title I Status**

Indicate with an "X" your school's Title I Status.			
<b>X</b>	<b>Schoolwide Program (SWP)</b>	<b>Targeted Assistance (TA) Schools</b>	<b>Non-Title I</b>

**Part 2: All Title I Schools**

**2a. 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.
<p>100% of the teaching staff at PS 31 is comprised of NYS certified teachers. Newly hired teachers become part of our professional staff and take part in an extremely successful mentoring program receiving professional development in all curriculum areas throughout the year. New teachers receive ongoing assistance with organizing their classrooms to create an effective environment, classroom management, developing units/lesson plans, teaching strategies, engaging students in learning, and assessing student learning. Our lead teachers provide guidance, support and training for new teachers utilizing model classrooms as lab sites for developing teaching methodology. Teachers are taught a common language through the use of Danielson's framework. Demonstration lessons are provided so that new teachers can implement successful techniques and practices in their classrooms. All teachers in PS 31 are supported with high quality professional learning workshops which are differentiated to address the needs of both new and experienced staff, directing their attention to individual strengths and weaknesses, grade level needs, content area focus and teacher learning styles. We have devoted sessions this year to address instructional shifts of the CCSS, continuation of the Go Math program and our Strategic Thinking initiative. The school leaders, lead teachers, consultants, and CFN Support Staff will contribute toward this high quality professional learning. Staff members attend conferences, workshops, and training sessions at the CFN. In addition to professional development sessions, we hold collaborative grade team meetings four times per month to plan curriculum and implement instructional strategies that meet each grade's specific goals. Teachers providing AIS are given an opportunity to meet and share ideas with teachers whose students they service. From May through June we start our curriculum mapping/June planning for the upcoming September in all core curriculum areas. This provides our teachers and school leaders time to collaboratively reflect, assess, plan and provide a focus for the upcoming school year. These meetings also provide school leaders an opportunity to encourage and support staff in renewing and refining their craft regularly. Frequent cycles of observation and feedback on the Danielson's Framework drive our professional development programs. Our goal is to ensure the continued achievement for all of our students. The ongoing learning of our professional staff will support us in attaining our goal. PS 31's highly successful and intensive mentoring program is a major element of the support and professional learning for new teachers. This will ensure high quality teaching to ascertain that all students including students with disabilities and English language learners receive sound instruction by highly qualified teachers.</p>

**2b. 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).
<p>PS 31 provides ongoing and highly effective professional learning to our entire staff including school leaders, teachers and paraprofessionals, aligned with CCLS (Common Core Learning Standards). These professional learning sessions</p>

provide staff with the opportunity to work collaboratively as in teams to analyze data, set long and short term goals, apply and share best practices to increase student achievement. The CIE (Citywide Instructional Expectations), The Capacity Framework, The Four Pillars, and our school instructional focus will be the compass for professional learning. Pedagogy will be provided with professional learning on the Danielson's Framework, CCLS, Common Core Learning Shifts in ELA and Math. Teacher self-reflection and data from observations will serve as a needs assessment to differentiate, and address the needs of all teachers, directing attention to individual strengths and weaknesses, grade level needs, content area focus and teacher learning styles. In the 2014-2015 school year, professional learning sessions will be dedicated to both short-term and sustained professional learning experiences directed towards preparing staff to move students towards meeting higher standards (all sub-groups including SWDs and ELLs) as well as actively supporting teacher growth. We have begun to build Professional Learning Communities (PLCs). PLCs will be devoted to studying successful teaching practices, and study groups through professional books. This professional learning will ensure that teachers shift classroom practice and plan units and lessons that include the use of performance tasks to assess learning to improve student outcomes. Our professional learning will include:

Using ATLAS Protocol to Look at Student Work

Analyzing Data

Planning and Adjusting Units and Lesson Based on Data/Student Work in Core Curriculum Areas

Assessing Student Learning –Formative Assessments

Danielson's Framework

Strategic Thinking Initiative –Reading Skill, Close Reading, Text Complexity, Higher Order Questioning

The Writing Process

CCLS and NYC Scope and Sequence for Social Studies

Differentiation and Grouping Strategies

Multiple Entry Points

Parent Engagement

Child Abuse

Questioning and Discussion Techniques

ELL Practices

Students with Special Needs

Academic Intervention Services

Implementing Go Math

MOSL – Scoring MOSL, Data Analysis

Short and Long Term Goals Based on Data Analysis

Curriculum Writing and Units of Study

Using Technology in the Classroom

Professional learning consistently emphasizes the paramount importance of improving teacher practice and student outcomes. Emphasis is placed on quality, rigorous teaching to ensure that all students, including ELLs and SWDs receive the same grade-appropriate curriculum using innovative teaching methods and instructional strategies to successfully meet CCLS standards.

During the course of the school year, opportunities will be provided for inter-visitations between our school and other schools in the district. Staff members attend conferences, workshops and training sessions provided by the network. In addition, lead teachers, school leaders and consultants provide professional learning sessions. Also, teacher team grade level common planning meetings are scheduled once per week to collaboratively plan in order to meet each grade's specific goals and needs. Teachers providing AIS are given an opportunity to meet and plan with teachers whose students they service. Vertical team meetings are scheduled two times per month. From May through June we start our curriculum planning (June Planning) for September in all curriculum areas. This provides our teachers and administrators time to collaboratively reflect, assess, plan and provide a focus for the upcoming school year. These meetings also provide administrators an opportunity to encourage and support staff to renew and refine their craft regularly. Evaluations and feedback on teacher needs drive our professional learning programs. It will always be a goal of PS 31 to ensure the continued achievement for all our students. The ongoing learning of our professional staff will help us attain our goal.

### Part 3: TA Schools Only

#### **3a. Use of Program Resources**

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

#### **3b. 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).

### Part 4: SWP Schools Only

#### **4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)**

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

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

- Opportunities are provided for parents and children to tour the school and become familiar with the kindergarten program easing transition.
- Family meetings will be organized in order to answer questions and concerns regarding their children who will be moving into kindergarten.
- Provide a forum to discuss their perceptions and expectations for kindergarten and elementary school.
- Students' academic and emotional needs will be constantly observed and assessed so interventions can be provided as necessary.  
Pupil Personnel team to address needs of kindergarten students, AIS services, support services for all kindergarten students with IEPs, Lexia Assessments, observations by teachers and the SAT team, Screening for hearing and vision.
- Provide information about the PTA and the parent coordinator to serve as a link between the parents and school as well as the school website and parent workshops.

#### 4b. Measures to Include Teachers in Decisions Regarding Assessments

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

Teachers are an integral part of the decision making at PS 31. Our teachers are represented on the School Leadership Team (SLT). We have common planning and vertical team teacher meetings. Teacher leaders facilitate the team meetings, plan, and share best practices collaboratively, develop common assessments and rubrics. Our teams utilize the ATLAS protocol to look at student work and use the finding to plan next steps, adjust their units of study and lesson plans.

#### 4c. "Conceptual" Consolidation of Funds in SWP Schools

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated<sup>2</sup>. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			<b>Column A</b> Verify with an (X)	<b>Column B</b> Page # Reference(s)
Title I Part A (Basic)	Federal	367,242	X	10, 12, 14, 16, 18
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal	155,949	X	
Title III, Part A	Federal			
Title III, Immigrant	Federal	11,200	X	10
Tax Levy (FSF)	Local	2,422,563	X	10, 12, 14, 16, 18

#### <sup>1</sup>Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

1. Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
2. A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

<sup>2</sup>The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

3. **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
4. **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
5. **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
6. **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
7. **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
8. **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

**Important Note:** The following funds may not be consolidated:

9. **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
10. **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.

11. **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
12. **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

## **Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)**

***(Required for All Title I Schools)***

**Directions:** All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

---

### **PS 31 Samuel F. Dupont** **Parent Involvement Policy (PIP)**

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. PS 31 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 the school and the families. The 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 the school community. PS 31 will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the 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. The 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 the 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, the 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 School 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 the school 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 the school's 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 the school and will work to ensure that the 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 1<sup>st</sup> 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;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing class parents for each classroom;
- hosting Fabulous Friday events in classes for parent to share their expertise;

- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- events to support, parent leadership in education for their children – parents/guardians, grandparents and foster parents
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children’s progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand

**PS 31, Samuel F. Dupont School**  
**School-Parent Compact (SPC) Template**

PS 31 in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

**I. School Responsibilities**

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

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

*Support home-school relationships and improve communication by:*

- conducting parent-teacher conferences each semester during which the individual child’s achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1<sup>st</sup> of each school year for parents of students participating in the Title I program to inform them of the school’s Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child’s education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;

- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

**II. Parent/Guardian Responsibilities:**

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

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

**III. Student Responsibilities:**

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

**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 [i](#).

## Part I: School ELL Profile

### A. School Information [i](#)

District <b>14</b>	Borough <b>Brooklyn</b>	School Number <b>31</b>
School Name <b>Samuel. F. Dupont</b>		

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

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

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>524</b>	Total number of ELLs	<b>35</b>	ELLs as share of total student population (%)	<b>6.68%</b>
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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	Tot #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>	0	0	0	0	0	0								0
<b>Dual Language</b> <small>(50%:50%)</small>	0	0	0	0	0	0								0
<b>Freestanding ESL</b>														
Pull-out	2	1	2	2	2	0								9
SELECT ONE														0
<b>Total</b>	<b>2</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>9</b>							

## B. ELL Years of Service and Programs

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

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	31	0	6	4	0	4	0	0	0	35

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
<b>Total</b>	<b>31</b>	<b>0</b>	<b>6</b>	<b>4</b>	<b>0</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>35</b>
Number of ELLs who have an alternate placement paraprofessional: <u>0</u>										

**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
<b>TOTAL</b>	<b>0</b>													

\*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	
	ELL	EP																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	<b>0</b>																			

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

**This Section for Dual Language Programs Only**

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

**Freestanding English as a Second Language**

**Number of ELLs by Grade in Each Language Group**

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

## Part III: Assessment Analysis

### Assessment Breakdown

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

**OVERALL NYSESLAT\* PROFICIENCY RESULTS (\*LAB-R FOR NEW ADMITS)**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	4	1	0	0	0	0								5
Intermediate(I)	0	2	6	0	1	0								9
Advanced (A)	2	3	8	2	3	0								18
Total	<b>6</b>	<b>6</b>	<b>14</b>	<b>2</b>	<b>4</b>	<b>0</b>	<b>32</b>							

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	<b>B</b>													

**NYSESLAT Modality Analysis**

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

**NYS ELA**

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

**NYS Math**

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

**NYS Science**

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	0	0	0	0	0	0	2	0	
8									

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

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

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

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

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

The tool PS 31 uses to assess the early literacy skills of our ELL students is the ECLAS-2. Analysis of kindergarten data shows a 24% gain over three years. The data shows that 65% of our kindergarten ELLs met all benchmarks in reading the winter of 2012. Of the

students who did not meet their benchmarks, two areas of difficulty have been identified. Syllable Clapping and Rhyming Recognition are areas of weakness. ESL instruction will focus on these areas. Analysis of the most recent data for grades 1 – 2 shows that the majority of our learners make steady progress meeting their benchmarks. ELLs take a bit longer than their monolingual peers and benefit from our pull-out ESL program which provides instruction tailored to their needs as they progress in developing the skills needed to meet their ECLAS benchmarks.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
2. Twenty-eight students were administered the LAB-R Exam this fall. Seven of these students were eligible for ESL services. Of these seven entitled students, 4 are performing at the beginner/intermediate level and there are 3 advanced students. This means 75% of the students administered the LAB-R were proficient in English. The remaining 25% are entitled to ESL services. Fifty-seven percent of our ELLs are performing at the beginner/intermediate level, and 43% are working at the advanced level.

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

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

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

4. For each program, answer the following:
- What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

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

Students Reaching NYSESLAT Proficiency			
GRADE	2013	2012	2011
K	2	3	2
1	3	2	1
2	0	4	2
3	2	0	0
4	2	0	1
5	0	0	0
TOTAL	9	9	6

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

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

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

struggles despite different supplemental approaches, formal evaluation for additional services may be needed.

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

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

7. For dual language programs, answer the following:

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

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

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

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

## Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

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

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

2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.

2. Within ten days of admittance, eligible parents/guardians receive an "Entitlement Letter" informing them of their child's eligibility for ESL services. Additionally, they receive an invitation to attend a Parent Orientation Session. During the Parent

Orientation the three educational programs offered are explained through the use of the NYCDOE video. The informational video can be presented in nine different languages. Parent brochures are also made available in the parent/guardian's native language, making it easier for them to make an informed placement choice for their child.

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

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

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

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.

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

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

5. The New York State English as a Second Language Achievement Test (NYSESLAT) is used to measure progress and proficiency in English language development. Progress is assessed in the modalities of Speaking, Listening, Reading and Writing. The ESL Teacher is responsible for the preparation for, administration, and scoring of the NYSESLAT. She receives support and assistance from the testing coordinator, assistant principal and principal to ensure that all state mandates are met. Students are evaluated annually in the spring to determine their continued entitlement or "exit" from entitlement. ATS reports (such as the RLAT) are generated in order to ensure that all eligible students are appropriately tested in all four modalities: Listening, Speaking, Reading and Writing. Parents are requested not to take vacations during the testing window. In this way, we try as hard as we can to avoid less than a 100% participation rate. Flyers and booklets are sent home with students explaining the testing. Students are prepared for testing as per state mandates. Speaking tests are administered individually according to state mandates. We usually start with that modality using the worksheet provided by the state. Those scores are then transferred to the individual student answer documents as per state mandates and testing security procedures. Schedules and checklists are developed in order to ensure that each student is given all four components of the NYSESLAT using the correct accommodations according to their IEP. Special education staff advise and assist in this process, ensuring that all Students with Disabilities (SWDs) receive the proper testing accommodations as per their IEPs.

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

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

## Part V: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered? (see [\*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs\*](#))
  - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
  - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?
1. In order to meet the linguistic needs of our ELLs as well as comply with parental choice and CR Part 154, PS 31 provides a combination of push-in and pull-out services. We rely mostly on pull out because it is the most effective model for allowing multiple entry points. Pull-out groups are organized homogeneously when students of mixed proficiency need work on the same skill and heterogeneously when instruction is aligned to specific grade level content. This allows for effective implementation of the CCLS using multiple entry points. Groups are formed based on data culled from various sources including ECLAS results, NYSESLAT results, Periodic Assessments, school and classroom tests as well as teacher evaluation.
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table

below)?

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

a. Our students performing at the beginning and intermediate levels receive 360 minutes of ESL instruction from our full-time ESL Teacher. We have 7 learners working at the Beginning and Intermediate levels in grades Kindergarten and grade 1 who are pulled out to receive ESL instruction. We have 5 students at the Advanced level who receive 180 minutes of ESL pull-out instruction in addition to 180 minutes of English Language Arts (ELA) instruction in their home classroom as per CR Part 154. On the second grade through fourth grade levels, we have 6 learners on the intermediate level who are in second grade, and one learner on the Intermediate level who is in fourth grade. These learners receive 360 minutes of ESL pull-out instruction. The Advanced students on these grades (8 second grades, 2 third graders, and 3 fourth graders) receive 180 minutes of ESL pull-out instruction in addition to 180 minutes of English Language Arts (ELA) instruction in their home classroom as per CR Part 154. Our program is flexible in that the ESL teacher pushes in and co-teaches on an as-needed basis.

3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

3. Our ELL students' instruction is based on the same rigorous curriculum as our native English speaking students. However, we include many supports to prepare ELL students and to foster language development, solve problems and meet the challenges presented by the Common Core Learning Standards (CCLS). Our reading lessons involve multiple entry points to help ELLs meet the Common Core Learning Standards. During each reading lesson, using at least one paragraph of the reading lesson 'Close Reading' is focused on. Close Reading is a careful and purposeful reading and rereading of a passage, where students really focus on what the author had to say; what the author's purpose was, what the words mean, and what the structure of the text tells. In doing, the teacher models focusing on words, ideas, structure, flow, and purpose of the text in a way that readies ELLs to answer more complex questions and compare these ideas with what they already know. Additional examples include writing on a 'HOT' (Higher Order Thinking) topic daily. Students are required to cite details from the story to back up their answer. Students will have a rubric to help them assess their response. We are implementing Go Math, which is aligned with the CCLS. Teachers scaffold academic language to support students' participation in content areas. A rich repertoire of scaffolds is used to support students' understanding of the main academic content through multiple entry points. CCLS discussion techniques are employed to support the development of academic language. Research-based ESL strategies are utilized to foster vocabulary development. Resources and materials include a wide range of print, visual and technological resources to enhance English proficiency. Language functions and structures are taught within the context of the lessons.

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

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

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

We ensure that ELLs are appropriately evaluated in all four modalities of English acquisition by utilizing ESL Periodic Assessments for grades 3-5. This is administered twice per year. In the lower grades, a variety of formal assessments are used including the Lexia Quick Reading Test, Wilson Individual Reading Assessment, and Sight Word Assessments.. NYSESLAT rubrics are used to assess student performance on teacher-created tasks in Speaking and Listening. These assessments are performed a minimum of two times per year. Formative assessments are also used to track progress in the four modalities with ELLs in all grades. The ability of following increasingly complicated directions is observed by the teacher. She also observes the students's growth in student-to-student communication. This is characterized by sharing out with increased use of summarizing, using details, and the ability to show evidence and depth of knowledge as well as support their opinions using details from the text. These informal assessments are performed a minimum of two times per year. Teachers work collaboratively to constantly assess our English Language Learners and adjust our instruction and methods in order to best meet their needs.

6. How do you differentiate instruction for ELL subgroups?

a. Describe your instructional plan for SIFE.

b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..

c. Describe your plan for ELLs receiving service 4 to 6 years.

d. Describe your plan for long-term ELLs (completed 6+ years).

e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

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

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

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

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

• Their parents are encouraged to sign them up for the Extended Day ESL Program to receive extra support for test preparation for students taking NYS Assessments in the content areas and ELA.

- Attend Early Morning Sessions
- Wilson Reading Program
- Learning Resources (In School and At Home): Lexia, onemorestory.com, Word Q, LeapPads, Bilingual electronic dictionaries, books on tape, symphonylearning.com
- Home School Connection

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

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

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

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

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

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

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

8. At present, we have 10 students with special needs who are receiving ESL services. ESL instruction is geared to provide support for these learners in accordance with needs identified in their Individualized Educational Plans. The assessment team looks at

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

### Courses Taught in Languages Other than English ⓘ

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

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

Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of Instruction
Native Language Arts:			
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
<b>FOR TBE /DL PROGRAMS:</b> 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

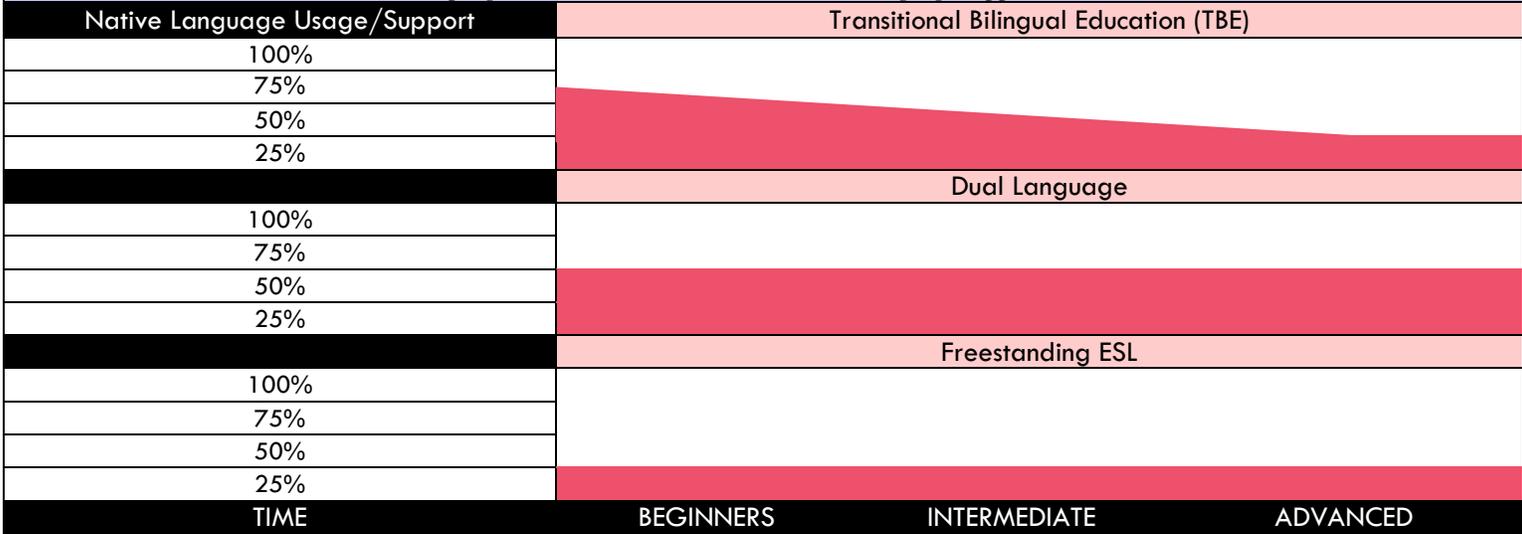
	Beginning	Intermediate	Advanced
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**NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12**

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
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
<b>FOR TBE /DL PROGRAMS:</b> 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.



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

## B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.

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

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

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

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

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

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

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

With the implementation of the CCLS our ELLs' instruction is scaffolded using multiple entry points tailored to their needs. Classroom teachers are aware of which of their learners are eligible for ESL services. All teachers are aware that they are teachers of ELLs. In our current program, we have found that the areas of reading and writing are the weakest. The data comes from spring 2013 NYSESLAT results. Four ELLs were tested in ELA last spring in grades 3 – 5. Four out of the four received a Level 2 in Writing. Two of the four received a Level 2 in Reading, one received a 3 and 1 scored at Level Four. Support is given in the acquisition of

academic and content vocabulary using Webs and Close Reading Strategies. NYSESLAT rubrics are used to assess student performance on teacher-created tasks in writing. These assessments are ongoing. NYSESLAT rubrics are used to assess student performance on teacher-created tasks in Speaking and Listening. These assessments are given every 4 -6 weeks. Speaking skills are emphasized through modelling and supporting academic conversations around rigorous complex texts. We are implementing a new reading initiative this year which which utilizes multiple entry points using varying levels of text complexity. Reading is assessed on a regular basis using school-created reading tests. ELLs' test results are analyzed and instruction is targeted to strengthen the areas in which they are weak. Additionally, our Cluster Teachers support the program by targeting writing in their instruction. Data is reviewed every 4 - 6 weeks. Teachers work collaboratively to best support our ELLs

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

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

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

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

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

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

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

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

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

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

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

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

necessary supports to enhance native language access in order to further promote positive bilingualism.

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

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

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

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

18. What language electives are offered to ELLs?

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

19. For schools with dual language programs:

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

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

### C. Professional Development and Support for School Staff

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

## D. Parental Involvement

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

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

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

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

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

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

Additional workshop topics include:

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

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

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

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

## **E. Additional Information**

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

## **Part VI: LAP Assurances**

School Name: Samuel F. Dupont

School DBN: 14K31

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

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

## LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

*Requirement under Chancellor's Regulations – for all schools*

DBN: 14K31 School Name: PS 31, BROOKLYN

Cluster: 4 Network: 412

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

### **Part A: Needs Assessment Findings**

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

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

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

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

## Part B: Strategies and Activities

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

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

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

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

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

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

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



**Department of English Language Learners and Student Support**

Milady Baez, Senior Executive Director  
 52 Chambers Street, Room 209  
 New York, New York 10007  
 Phone: 212-374-6072

<http://schools.nyc.gov/Academics/ELL/default.htm>

**Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY**

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.
  - 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.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

Part A: School Information	
Name of School: <u>Samuel F. Dupont School</u>	DBN: <u>14K031</u>
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
Total # of ELLs to be served: <u>41</u>
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

**Part B: Direct Instruction Supplemental Program Information**

6   7   8   9   10   11   12

Total # of teachers in this program: 3  
# of certified ESL/Bilingual teachers: 1  
# of content area teachers: 2

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: English Language Learners (ELLs) participate in our school wide after school program according to student need. Student need is determined by data culled from various sources including NYSESLAT results, school and classroom tests, as well as teacher observation. These classes will be designed to suit the individual needs of ELLs and Former ELLs. Two grade 3 -5 classes will be targeted in order to support our learners to English language proficiency and beyond. These classes will be designed to suit the needs of ELLs ranging from beginning through proficient levels and will receive differentiated instruction from a teacher certified in ESL. ELLs currently entitled to ESL services, the program will be open also to former ELLs. The program will be after school on Mondays and Wednesdays, allowing for three hours of instruction in ELA two times per week. The duration of the program will be twelve weeks. English language learners with disabilities will have full access to the program.

Grade three will be comprised of nine ELL students eligible for Title III Supplemental Services. Of the nine students who took the NYSESLAT last spring, 78% are working at the advanced level. Additionally, 11% are performing at the intermediate level, and 11% are beginners. One hundred percent of our advanced level third graders show reading and writing as the modalities that need strengthening in order to reach proficiency. These students did not take the ELA (NY State English Language Arts) exam last spring. Instruction provided will be rigorous and academically challenging in order to prepare them for their first ELA.

Grade four will be comprised of ELLs eligible for Title III Supplemental Services. Of the four students who took the NYSESLAT last spring, 50% are functioning at the beginning level, and the remaining 50% are split evenly between the intermediate and advanced levels. Reading and writing are the modalities in which these students need the most reinforcement. Last spring, two fourth graders scored a level 2 on the ELA and another students scored a level 1.

Grade five will be comprised of ELLs eligible for Title III Supplemental Services. Only one of these students took the NYSESLAT last spring. He is performing at the intermediate level. Our other fifth grader joined our program in September, and is performing at the beginner level. Last spring, one fifth grade ELL took the ELA and he scored a level 1.

Here at PS 31, instruction for grades three through five is driven by the higher order thinking skills outlined in Bloom’s Taxonomy. Therefore, instruction for the Title III Supplemental Services will be targeted to reading comprehension geared to interpreting, analyzing, evaluating and applying. Our literacy initiative targeting strategic skills in reading will be utilized, Specifically:

## Part B: Direct Instruction Supplemental Program Information

- Inferencing
- Reading for the main idea
- Identifying and supporting theme
- Sequencing
- Predicting
- Comparing/contrasting
- Cause/effect
- Problem/solution
- Summarizing
- Identifying author's purpose
- Identifying author's techniques
- Inferring meanings of words from context
- Identifying character traits, feelings and motives
- Analyzing relationships
- Drawing conclusions
- Analyzing to infer motive
- Interpreting poetry

Speaking and writing instruction will focus on strengthening English language conventions as well as practice with expository writing based on graphic organizers. The acquisition of academic language will be targeted in order to support the development of cohesive conversations around the strategic skills targeted above. Research shows that developing academic language verbally precedes utilizing it in writing. Specific writing for the ELA will also be highlighted starting with structuring sentences into well-crafted paragraphs and continuing with providing practice citing evidence from the text to back up their analyses, inferences, arguments and conclusions. Materials will include graphic organizers and texts that are engaging, rigorous, and aligned to the Common Core Learning Standards (CCLS).

## Part C: Professional Development

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

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

Begin description here: As a true community of learners we value continual learning, refinement of our teaching skills, and expanding our knowledge base with the latest research. Our ESL teacher, Nancy Pease, will facilitate our Title III Professional Development Program. The professional learning will be targeted to classroom teachers as well as the teacher providing after school services. We will train teachers in topics affecting their learners including methodologies based on the latest research aligned with the Common Core Standards. The program will be comprised of two 90-minute sessions to be held after school. Our ESL teacher is sent to workshops and conferences given outside of our school, on topics such as Strengthening Teaching Practices for ELLs, The Challenge of Learning Academic English, and RTI for ELLs. Consultants are invited in to provide professional development as well. Our ESL teacher will turnkey methodologies based on the latest research. Topics will include Differentiating

### Part C: Professional Development

[Reading and Writing Instruction for ELLs, Strengthening Skills Using English Language Conventions, Helping ELLs Write Expository Essays Based on Graphic Organizers and The NYSESLAT; an Overview.](#)

### Part D: Parental Engagement Activities

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

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

Begin description here: 1. The Parental Engagement activities will be held on January 26, 2015 from 9:30 a.m. to 11:00 a.m. The rationale for the session will be to provide family members of our English Language Learners with the highest quality information available on topics affecting their children. They will be introduced to the Common Core Standards and NYSESLAT. Topics will include Understanding the Common Core Standards, NYSESLAT Analysis, and Reading Strategies to Help Your Children at Home. Parents will be notified of this session through letters sent home via backpack, our school website and telephone.

2. PS 31 has an active Parent-Teacher Association (PTA) who supports our school. At regularly attended PTA meetings various issues concerning the school and the community are discussed. We provide translation services for parents who do not speak English during our PTA meetings. All parents, including parents of ESL students are integral members of our school community at PS 31. Together, parents and staff work together to provide the best possible education for our students. We support a climate that values and supports parents, welcoming them to our school. Parents are informed of all school events by our website, newsletters, notices, conferences and phone calls. They are kept up to date on their child's progress. They are provided with report cards and progress reports. They are encouraged to communicate with their child's teacher and attend Parent-Teacher Conferences. These conferences provide open and honest communication about student progress. We provide translation services for parents who do not speak English during conferences. The teacher provides ways in which parents can assist students at home in areas of difficulty. It is with the encouragement and support of the parents that we often see improved student performance. Teachers maintain close contact with parents through individual conferences, newsletter, our school website, email and telephone. Our bilingual staff is utilized to translate conferences, messages and concerns in Spanish and Polish. These two languages comprise 83% of our English Language Learner population. Parent volunteers are also utilized to help form a strong school/home relationship between our school and the families of students who speak Bengali, Urdu and Japanese. Additionally, the DOE Translation/Interpretation Unit is also used for over the phone consultation when necessary.

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

**Part D: Parental Engagement Activities**

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

**Part E: Budget**

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

Allocation Amount: \$ \_\_\_\_\_

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>Per session</li> <li>Per diem</li> </ul>	_____	_____
Purchased services <ul style="list-style-type: none"> <li>High quality staff and curriculum development contracts.</li> </ul>	_____	_____
Supplies and materials <ul style="list-style-type: none"> <li>Must be supplemental.</li> <li>Additional curricula, instructional materials.</li> <li>Must be clearly listed.</li> </ul>	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
<b>TOTAL</b>	_____	_____

