Department of Education
Carmen Fariña, Chancellor

2014-15
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

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

School Name: **WILLIAM T DAVIS SCHOOL**

Principal: **LINDA WOOLVERTON, INTERIM ACTING**

Comprehensive Educational Plan Outline

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Section 1: School Information Page

School Information

School Level: Elementary School Number (DBN): 31R031

School Type: na Grades Served: PreK-5

School Address: 55 Layton Ave, Staten Island, NY 10301

Phone Number: 718 273 3500 Fax: 718 815 4826

School Contact Person: Linda Woolverton Email Address: lwoolve@schools.nyc.gov

Principal: Linda Woolverton, INTERIM ACTING

UFT Chapter Leader: Debbie Borowka

Parents' Association President: Kareem Shittu

SLT Chairperson: LaTonja McMillan

Student Representative(s): n/a

District Information

District: 31 Superintendent: Anthony Lodico

Superintendent's Office Address: 715 Ocean Terrace, Building A, Staten Island, NY 10301

Superintendent's Email Address: alodico@schools.nyc.gov

Phone Number: 718 420 5667 Fax: 718 420 5677

Cluster and Network Information

Cluster Number: 6 Cluster Leader: Jose Ruiz

Network Number: 609 Network Leader: Michael Dantona

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)
Linda Woolverton	*Principal or Designee	
Colleen Tritschler (designee)	*UFT Chapter Leader or Designee	
Kareem Shittu	*PA/PTA President or Designated Co-President	
n/a	DC 37 Representative, if applicable	
n/a	Student Representative *(optional for elementary and middle schools; a minimum of two members required for high schools)*	
n/a	CBO Representative, if applicable	
LaTonja McMillan	Member/ parent	
Jacqueline Tejeda	Member/ parent	
Isaura Martinez	Member/ parent	
Tanisha Wright	Member/ parent	
Elaine Arnold	Member/ staff	
Veronica Torres	Member/ staff	
Kathleen McBratney	Member/ staff	
	Member/	
	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.	**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.
2.	**Supportive Environment**: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
3.	**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.
4.	**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.
5.	**Strong Family-Community Ties:** 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.	**Trust:** 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

administrators value each other.

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:

- 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.
- School strengths, accomplishments, and challenges.
- The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

MISSION

The mission at The William T. Davis School, PS 31, is to provide our students an academically rigorous education along with strong character development that will enable them to succeed in this school and in their future education.

VISION

The vision at PS 31 is that:

- Together with families and strong academic programs, we will ensure children are engaged, nurtured, and supported with the tools needed to develop into independent learners and creative problem-solvers.
- All students will develop and maintain a positive self-concept which will lead them to have a life filled with values and purpose.
- All student, staff, parents and community will gain confidence and respect for self and have a mutual respect and regard for all.
- All students, staff, parents and the community will become partners in learning

SCHOOL CHARACTERISTICS

Our school motto is "It Takes A Village". Building on this theme,

- Monthly assemblies are held to recognize students. Our assemblies this year revolve around the Department of Education's "Respect For All" initiative. Students are honored for displaying character traits such as responsibility, respect, caring, fairness, honesty and citizenship.
- Students and staff are invited to recognize and memorialize student acts of kindness on a central bulletin board,
- Effective communication and engagement with parents/guardians is a critical goal. To achieve this, the school has an open door policy for parents to come in and meet with school administrators or our parent coordinator. Monthly progress reports are sent home on behalf of all students. Teachers are actively engaging parents in student centered discussions during the Tuesday parent engagement block as well as during the school day.
- All classes read and respond to a common book each month. Books are selected to support character and social emotional development.
- PS 31 has established relationships with community organizations. The Sundog Theatre Company has brought art, drama, music and movement to the students. Universal Temple of the Arts also provides art-based programming. Literacy Inc. sponsors a reading program that buddies our fifth graders with first graders to support reading skills and develop a love of reading. We work with outside organizations such as The Fresh Air Fund and the Good Grief program to bring information and expedite enrollment for interested families.
- School trips are an essential part of the curriculum. Classes regularly travel to museums, parks and theaters to increase their knowledge of the content areas, the arts and their community.
- Each class hosts a minimum of 2 open houses during the year. Parents and guardians are invited to observe the students during academic activities
- Students and parents are welcomed each morning by school staff upon arrival. Parents and students are welcome to address questions and concerns each morning in this informal setting.
- Most students can identify at least one person they believe cares for them.
- Students and staff salute the flag together during morning line-up. This enhances our sense of citizenship and community.
- PS 31 collaborates with College of Staten Island to place student teachers in classrooms and engage in ongoing discussion about effective teacher practices.

DEMOGRAPHICS

Asian	1%
Black	52%
Hispanic	38%
White	6%
Other	3%

7% of the students are English Language Learners (ELLs) and 30% are students with disabilities (SWDs).

STRENGTHS
Based on the New York School Survey 92% of parents are satisfied with the school culture. Informal surveys conducted by the School Leadership Team confirm that most respondents are satisfied with school culture and learning environment.
As indicated in the School Quality Guide for 2013-2014, school is meeting target for student progress.

ACCOMPLISHMENTS
In 2013-2014, PS 31 implemented a new literacy curriculum (Core Knowledge grades K-2, Expeditionary Learning grades 3-5) and a new math curriculum (Go Math) schoolwide.
In 2013-2014, PS 31 implemented the new evaluation system based on the Danielson Framework and supported the development of more effective teaching practices through feedback conversations and professional development.

CHALLENGES
Chronic absenteeism: 39.6% of students had less than 90% attendance.
As indicated in the School Quality Guide for 2013-2014, school is approaching target in student achievement and closing the achievement gap.

FOCUS TO IMPROVE STUDENT PERFORMANCE
The key area of focus for this year is to promote effective student engagement in instruction. Assessment of student work is an additional area of focus as this is the means by which student growth and engagement in the curriculum will be monitored. By addressing the Six Elements of the Capacity Framework (rigorous instruction, supportive environment, collaborative teachers, effective school leadership, strong family-community ties, trust) in planning, the action plans will address these key areas.

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.

1.
Needs Assessments
Common Core standards require a shift in instructional practices and resources to provide rigorous instruction as defined above. This shift requires a revision of curriculum to meet the standards and student needs.
In 2013-2014, new ELA curriculum (Core Knowledge grades K-2, Expeditionary Learning grades 3-5) and new math curriculum (Go Math) were introduced in all classrooms.

Results from NYS exam were as follows:
ELA

Overall Results	2013	2014
Avg student proficiency	2.16	2.12
Percent of students at level 3 & 4	10	9

Grade	Avg Student Proficiency 2013	Avg Student Proficiency 2014	Percent of students at level 3 or 4 2013	Percent of students at level 3 or 4 2014
3	2.06	1.98	9	5.2
4	2.24	2.08	16	7.9
5	2.13	2.31	4.8	14.6

MATH

Overall Results	2013	2014
Avg student proficiency	2.25	2.21
Percent of students at level 3 & 4	15	11

Grade	Avg Student Proficiency 2013	Avg Student Proficiency 2014	Percent of students at level 3 or 4 2013	Percent of students at level 3 or 4 2014
3	2.17	2.14	9.1	9.0
4	2.49	2.07	26.3	3.2
5	2.1	2.41	9.8	21.7

The last Quality Review in 2012 suggested improvements in assessing students, organizing data and sharing information …to inform instruction and curriculum.
2.
Strengths
School is meeting target in student progress. (School Quality Guide)
Needs
School is approaching target in student achievement and closing the achievement gap.(School Quality Guide)

Goal will address the needs to improve in student achievement in general and in closing the achievement gap for SWDs, ELLs, students in the lowest third and black and Hispanic males.

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.
By June 2015, there will be a minimum of 5% increase in the number of students in grades 3-5 including SWDs and ELLs performing at levels 3 & 4 in ELA and math as evidenced by NYS state testing results.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 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). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust	**Target Group(s)** *Who will be targeted?*	**Timeline** *What is the start and end date?*	**Key Personnel** *Who is responsible for implementing and overseeing the activity/strategy?*
1. • Teacher teams will systematically collect and analyze formative and summative assessment data from curriculum-based instruction • Through teacher team shared inquiry, revisions to curriculum will be defined and implemented on each grade. • Teachers will participate in professional development in content areas, instructional design and progress monitoring. • Teachers will conference with all students to monitor progress, collaborate on setting next steps and supporting student learning. • Administrators will review data on student, class and grade level and use data to engage in collaborative identification of trends, identification of needs and resources	teachers	Sept 2014-June 2015	Principal AP teachers
2. • Evaluate curriculum materials on an ongoing basis to identify areas for additional instructional or assessment resources. • Provide scaffolding and small group instruction to meet needs of students with disabilities (SWDs) and English Language Learners (ELLs). • Use curriculum designed Tier 1 and Tier 2 interventions and other interventions tailored to meet students' specific areas of need • Provide afterschool enrichment program for ELLs taught by certified ESL teacher.	Teachers of SWDs and ELLs, students	Sept 2014-June 2015	Teachers Special Ed Liaison RTI team members
3. • Provide access and materials to parents to support them in working with their children. • Maintain an open door policy for parents to promptly address	parents	Sept2014-June 2015	Principal AP Parent Coordinator Teachers

concerns. • Provide regular, timely updates on student progress to parents including monthly progress reports • Maintain a parent office with sample curriculum materials • Strategically use parent engagement time on Tuesday to conduct workshops and outreach to parents			
4. The capacity framework element of trust will be addressed as teachers work towards the shared goal of improving student outcomes during weekly teacher team inquiry and planning. Trust will also be addressed between parents and staff through the mutual efforts towards attaining student progress.	teachers	Sept 2014- June 2015	AP Lead teachers Network support

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Published curriculum materials for Core Knowledge, Expeditionary Learning, Go Math and Being A Writer Teacher developed supplementary instructional materials Curriculum embedded assessments, teacher created assessments, periodic assessments Teacher teams Schedule adjustments including the use of the extended day on Monday and Tuesday for professional development, teacher teams and parent engagement. Substitute teachers will be hired as needed to allow for teacher attendance at professional development. Programs will be adjusted as needed to allow teachers to engage in collaborative activities during the school day. Professional Development materials and resources including professional books, NYC DOE resources, curriculum specific training, network 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**	x	**Title I Basic**	x	**Title IIA**	x	**Title III**	na	**Grants**
List below any additional funding sources that will be utilized to support achievement of the goal.									
Na									

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.				
1. In ELA, benchmark will be based on the Fountas and Pinnell reading level. In Math, progress will be monitored using mid year Go Math assessment. 2. Midpoint monitoring will take place in February.				
Part 6b. Complete in **February 2015.**				
1. Did the school meet the mid-point benchmark(s) in the timeframe specified?	na	Yes	na	No
2. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Na

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.
3. According to the School Quality Guide, average daily attendance was 90%, at the 10th percentile of the city range. In addition, 39.6% of student students were chronically absent. According to the NYC School Survey, 92% of parents and 87% of teachers were satisfied with school culture. New York State exam results are approaching target as shown on School Quality Guide and detailed in 5A above. 92% of chronically absent students scored below level 3 on 2014 NYS Math exam and 96% of chronically absent students scored below level 3 on 2014 NYS ELA exam. The School Quality Guide indicates school was approaching target with respect to school environment. 4. Strengths 92% of parents are satisfied with school culture. Needs 87% of teachers are satisfied with school culture. Attendance is significantly below city average. Priority Needs: Poor attendance impacts academic performance. As attendance is impacted by many factors including supportive environment, emphasis will be placed on developing supportive environment where attendance is valued .

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.
By June 2015, student attendance will increase by 4% from 90% to 94% according to data from ATS and the rate of chronic absenteeism will decrease from 39.6% to 25%

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: 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	**Target Group(s)** *Who will be targeted?*	**Timeline** *What is the start and end date?*	**Key Personnel** *Who is responsible for implementing and overseeing the activity/strategy?*
5. • Schoolwide instruction on importance of attendance including recognition of students with perfect attendance on a periodic	Students, parents	Sept 2014-June 2015	Principal AP Parent Coordinator

basis. • Recognition of each class with 100% attendance on a daily basis. • Effective communication with parents regarding importance of attendance for academic success. Communication includes information in school newsletter, parent handbook, and conferences with parent coordinator and/or attendance teacher if needed. • Report absence and lateness totals to parents on monthly progress report. Acknowledge attendance improvement with letter to parent congratulating them on their successful efforts. • Pupil Accounting Secretary, classroom teachers and attendance teacher collaborate to develop effective procedures for identifying students who require outreach. • Attendance AIS teacher will review all data including ATS reports identifying students 5/10 days absent and open 407s to identify trends on individual student, class and schoolwide basis. Attendance teacher will have a minimum of 5 periods allocated per week for attendance activities. • Collaborate with network attendance staff to address attendance concerns. • Attendance committee meets monthly to determine necessary interventions. This may include having teacher or guidance counselor conduct outreach by means of phone calls, letters, home visits, or principal conference with parent or student as needed. • Continue to partner with community organizations such as Project Hospitality, Staten Island Mental Health to provide parents with information about community resources. • Implement positive behavior interventions in common areas and classrooms. • Conduct monthly "Respect For All" assemblies to celebrate safe, supportive environment. • Acknowledge acts of kindness in classrooms and on central bulletin board,			Guidance Counselor Teachers
6. • Translate appropriate resources and communication for parents and/or students to provide access for families of ELLs. • Guidance counselor will conduct at risk counseling for students with chronic absenteeism to address needs. • Scaffold instruction for ELLs, SWDs, and other high need groups to ensure appropriate academic challenge.	Parents, Students	Sept2014-June 2015	Principal AP Guidance Counselor Teachers of ELLs, SWDs and other high need groups
7. • Coordinate attendance improvement efforts with PTA and SLT. • Maintain open door policy for parents to collaborate with school staff to address student concerns about safety and support. • Parent Engagement time on Tuesdays will be used to foster the development of supportive environment. • Encourage parents to volunteer in classroom and school activities. • Parent workshops and conferences will be scheduled to provide information on curriculum, assessment, instructional expectations and available supports and community resources.	Parents, School staff	Sept 2014-June 2015	Principal AP Parent coordinator

8 The Capacity Framework element of trust will be addressed through conferences between parents and staff; parents, students and staff; and students and staff. Strategies and activities are coordinated with family workers at shelters, ACS case workers and other support services when appropriate.	Parents Students staff	Sept 2014-2015	Principal AP Teachers Parent coordinator Guidance counselor

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Student attendance data (ATS reports) Translation and interpretation services Scheduling of monthly "Respect For All" assemblies and periodic award assemblies. Scheduling of parent workshops and conferences. Human resources include Parent coordinator, Guidance counselor, attendance teacher, classroom teachers

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**	x	**Title IIA**	x	**Title III**	na	**Grants**
List below any additional funding sources that will be utilized to support achievement of the goal.									
Na									

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: 9. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. 10. Specify a timeframe for mid-point progress monitoring activities.				
9. An average daily attendance of 92% will be the midpoint benchmark that will indicate progress toward meeting the goal. 10. Midpoint monitoring will occur in February.				
Part 6b. Complete in **February 2015.**				
11. Did the school meet the mid-point benchmark(s) in the timeframe specified?	na	Yes	na	No
12. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				
Na				

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.

13.

- Teachers in all grades participate in grade level teams with dual purposes; common planning and inquiry. Analysis of planning calendars and observed lessons demonstrate that classes within grades are using the same curriculum material at the same time.
- Testing data is cited in 5A above
- Reading levels were tracked through Assessment Pro. Average change in level was 3.4 and change in benchmark was .28
- Writing performance was targeted schoolwide with an emphasis on focus and organization of student writing. Average progress went from 2.06 in October on a 4 point rubric scale to 2.3 in June.
- Review of student data from student portfolios and teacher comments revealed inconsistent assessment analysis and use of data for instruction.

14.

Strength

Common planning has resulted in all classes on each grade completing similar content following the same pacing calendar.

Needs

There is an indication that student work was analyzed inconsistently across each grade resulting in different performance expectations and ultimately performance results.

Data needs to be used to plan instruction for students, groups of students and classes.

Student performance tasks need to be implemented consistently across each grade with rigorous expectations.

The Capacity Framework Element –Teacher collaboration will be addressed through an emphasis on inquiry in teacher teams that will include collaboration on curriculum to meet needs of all students, analysis of performance tasks and student progress. The goal is to improve student performance. Since the schoolwide math scores have gone down over the last 2 years, math performance will be used to track the effectiveness of teams in improving student performance.

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.

By June 2014, there will be a minimum of 5% increase (from 11% to 16%) in the number of students in grades 3-5 including SWDs and ELLs performing at level 3 & 4 in math as evidenced by the NYS testing scores as a result of grade level teacher teams working collaboratively during common planning and inquiry times.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: 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	**Target Group(s)** *Who will be targeted?*	**Timeline** *What is the start and end date?*	**Key Personnel** *Who is responsible for implementing and overseeing the activity/strategy?*
• Teacher teams will adapt protocols for collaborative, productive work in grade level team • Teachers will collaborate in identifying, administer and analyze performance tasks to monitor student understanding of curriculum with an emphasis on math • Using inquiry process, teachers will evaluate student performance, identify instructional strategies for individual and groups of students. • Teachers will engage in professional development in teacher team process as well as in instructional strategies and teacher effectiveness to increase student progress. • Vertical team, composed of team leaders from each grade, will survey progress schoolwide, identify best practices and identify opportunities for intervisitations. • Teacher teams will keep records of meetings including agendas, samples of performance tasks, discussion summary and action items. School leaders will meet with teacher teams periodically to observe process and share feedback.	All teachers	Sept 2014-June 2015	Principal AP Team leaders
16. • Collaboratively review performance of SWDs, ELLs and other high need subgroups to identify areas for instructional changes;e.g. additional scaffolding, small group instruction, change in format of task, change in content of task • Implement additional online resources to provide targeted instruction. • ESL and special education teachers will collaborate with classroom teachers in identifying strategies for use in classroom	All teachers	Sept 2014-June 2015	All teachers of ELLs, SWDs ESL teacher IEP teacher
17. • Provide materials and training to help parents work with their children to improve achievement. • Maintain subscriptions to internet sites to facilitate practice at home. • Provide Spanish speaking parents with copies of Go Math books in Spanish for use at home • Maintain an open door policy for parent to address concerns • Maximize use of parent engagement time on Tuesdays by planning and inviting parents to topic specific conferences.	Teachers parents	Sept 2014-2015	Principal, AP Parent coordinator Teachers

• Provide parents access to curriculum materials and planning schedules in space dedicated for parent use.			
18. Capacity Framework element of trust is addressed as teachers work towards improving collaboration for purpose of improving student outcomes.	teachers	Sept 2014- June 2015	Principal AP Teachers

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Teacher team protocols Professional development resources on teacher teams, teacher effectiveness and instructional planning Use of extended time on Tuesday for team meetings Human resources include school leaders, all teachers, parent coordinator Assessment materials/performance tasks to measure progress

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**	x	**Title IIA**	x	**Title III**	na	**Grants**
List below any additional funding sources that will be utilized to support achievement of the goal.									
Na									

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: 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.				
19. The end of unit performance tasks will be used for progress monitoring. It is expected that the percentage of students scoring at level 3 or 4 on a 4 point rubric will increase by 10%. 20. Mid point progress monitoring will take place in February.				
Part 6b. Complete in **February 2015.**				
21. Did the school meet the mid-point benchmark(s) in the timeframe specified?	na	Yes	na	No
22. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				
Na				

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.

23.

Student performance trends from NYS testing program are indicated in 5A.

Based on Advance data, 94% of teachers were rated effective in 2013-2014 using the Danielson Framework. The remaining 6% were rated developing.

On the 2 components in domain 2 (2a, 2d) that teachers will be evaluated on in 2014-2015, 1% of the componenets rated were Ineffective, 4% were Developing, 87% were Effective and 8% were Highly Effective when they were observed in 2013-2014.

On the 3 components in domain 3 (3b,3c,3d) that teachers will be evaluated on in 2014-2015, 2% of the components rated were Ineffective, 9% were Developing, 78% were Effective and 11% were Highly Effective when they were observed in 2013-2014.

24.

Strengths

Teachers create their individualized professional development plans and school leaders assist in finding resources to meet development needs.

Needs

Feedback to teachers and schoolwide professional development needs improvement to increase teacher effectiveness and impact student outcomes.

With regard to Capacity Framework-Effective School Leadership, supervisory practices will be aligned to the teacher evaluation system with leaders providing support to teachers through frequent classroom visits, actionable feedback, and professional development aligned to the Danielson Framework. A particular emphasis will be placed on the Student Engagement component in alignment with the schoolwide instructional focus.

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.

By June 2015, teacher effectiveness will improve as evidenced by an increase in the percent of domain 3 components rated effective and highly effective by 5% from 89% to 94% according to Advance data.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	**Target Group(s)** *Who will be*	**Timeline** *What is the start and*	**Key Personnel** *Who is responsible for implementing*

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	*targeted?*	*end date?*	*and overseeing the activity/strategy?*
25. • School leaders will participate in self-directed, DOE mandated and network provided professional development with respect to Danielson Framework • School leaders will develop schedules for observation and provision of timely actionable feedback. • School leaders will conduct formative walkthrough to determine impact of feedback. • Vertical team composed of grade leaders will conduct low inference observations of classroom instruction and teacher team meetings and provide feedback. • Teachers will be provided with support to implement changes identified by feedback. • Teachers will be provided with professional development resources to meet their self-identified and administrator identified needs. • Creation of Professional Learning Communities (PLCs) will be facilitated through use of book clubs, teacher team training, and curriculum planning. • School leaders will greet students daily, and discuss instructional goals and achievements during class visits. School leaders will meet with students whose social emotional needs are impacting performance. • School leaders will work to ensure that all students have at least one person they feel comfortable talking with.	Teachers, students	Sept 2014-2015	Principal AP
26. • Observations and feedback will address needs of SWDs, ELLs and other high need students. • Professional development will include training in adapting lessons to meet individual student needs.	teachers	Sept2014-June 2015	Principal AP
27. Provide parents with information on schoolwide instructional goals. Facilitate parent meetings to explain instructional shifts and how parents can best support students at home	parents	Sept 2014-June 2015	Teachers Parent Coordinator
The capacity Framework Element of trust will be addressed in the interactions between school leaders and teachers in the observation and feedback process.	Principal AP Teachers	Sept 2014-June 2015	Principal AP

Part 4 – Resources Needed

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

Danielson Framework Learning Opportunities provided by DOE Other professional development materials and resources Professional development activities will take place during extended day time on Mondays. Substitute teachers will be arranged on per diem basis for teachers to attend professional development, participate in coaching and feedback sessions and participate in intervisitations.

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**	x	**Title IIA**	na	**Title III**	na	**Grants**
List below any additional funding sources that will be utilized to support achievement of the goal.									
Na									

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: 29. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. 30. Specify a timeframe for mid-point progress monitoring activities.				
29. The Advance MOTP system will be used to monitor progress. Midpoint benchmark will be 91% of components in domain 3 rated effective or highly effective. 30. Mid-point progress monitoring will take place in February.				
Part 6b. Complete in **February 2015.**				
31. Did the school meet the mid-point benchmark(s) in the timeframe specified?	na	Yes	na	No
32. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				
Na				

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.

33.

- Student data from NYS testing program is cited in 5A.
- According to NYC School survey in 2013-2014:
  - 34% of parents reported that they were involved in 2 or fewer events at school, 38% were involved were involved 3 or 4 times and 28 percent were involved 5 or more times
  - 92% of parents reported that they were satisfied with the education their child received
  - 27% of parents reported that they communicated with school staff about child's academic progress 2 or fewer times.

34.

Strengths

School has open door policy so that all parents have access to speak with a staff member whenever they come in.

Parents are provided with monthly progress reports of student progress.

Parents are welcome to sit in classroom during instruction to observe learning environment.

Needs

Lack of extracurricular activities limits parent involvement to school day.

New curriculum is unfamiliar to parents making it uncomfortable for them to assist children at home.

With regard to the Capacity Framework- strong family and community ties and based on needs assessment, the goal is to engage parents within the school to enhance the welcoming environment. Community resources will be accessed based on identified needs of involved parents working with school staff.

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.

By June 2015, the number and quality of opportunities for parent engagement will increase resulting in a 10% increase in the number of parents involved in school events 5 or more times from 28% to 38% according to the NYC School Survey.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: 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	**Target Group(s)** *Who will be targeted?*	**Timeline** *What is the start and end date?*	**Key Personnel** *Who is responsible for implementing and overseeing the activity/strategy?*
35. • Structure Tuesday extended day so that teachers actively contact parents. Contact will be logged to document students involved, reason for contact and additional needs. • Parent coordinator will participate in professional development to enhance skills in parent communication and knowledge of community resources. • Parent coordinator will assist PTA in identifying community liaisons who can participate in PTA sponsored meetings and events • Parent coordinator will conduct workshops to match community agencies with parent needs • Participate in programs designed to connect parents with community resources such as "Dads Take Your Child to School Day" • Participate in Library Program so that all students have library cards and visit the library as a class to encourage continued family use of NY Public Library • Partner with community organizations such as Literacy Inc which brings programs to parents (reading volunteer training) and students (buddy reading, read alouds) within the school and invites families to additional programs in the community. • Provide parents with information through brochures, newsletters, and poster about community events. • Maintain close ties with Councilwoman to participate in civic events she sponsors • Schedule a minimum of 2 celebrations within each classroom to highlight student achievements • Conduct science fair workshops for parents as well as technical workshops on creating the project board • Conduct grade specific workshops on curriculum and homework to inform parents on how to assist children at home • Create a parent room with curriculum material, community program brochures, free student books, other reference materials and access to internet.	parents	Sept 2014-June 2015	Principal AP Parent coordinator teachers
36. Parents of high need students will be provided with information about community resources appropriate for their child's needs. Workshops targeted to special need areas will be scheduled by parent coordinator.	Parents students	Sept 2014-June 2015	Parent Coordinator

Parents of ELLs are provided with information on English as a second language classes for adults upon request Social worker and guidance counselor are available to discuss concerns with parents and students.			
37. Strategies to increase parent involvement and engagement are listed above in section 35.	parents	Sept 2014-June 2015	Principal AP Parent coordinator teacheres
Capacity Framework element of trust is addressed through the collaboration of staff and parents. The supportive environment encourages parents to speak about their needs and the needs of their children even if when it involves sensitive issues.	Parents Teachers Parent coordinator Guidance counselor Social worker	Sept 2014-June 2015	Principal AP Parent coordinator

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Access to and information about community resources Scheduling time for workshops, afterschool activities Per session funds to cover teachers offering workshops outside of school hours Computer with internet access for parent use Human resources include teachers, parent coordinator, social worker, guidance counselor

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**	x	**Title IIA**	x	**Title III**	na	**Grants**
List below any additional funding sources that will be utilized to support achievement of the goal.									
Na									

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.				
39. Benchmark will be based on number of visits/activities parents have engaged in. Midpoint benchmark will be that 38% of parents had attended 3 or fewer activities. 40. Monitoring activities will take place in February 2015.				
Part 6b. Complete in **February 2015.**				
41. Did the school meet the mid-point benchmark(s) in the timeframe specified?	na	Yes	na	No
42. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				
na				

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.)
English Language Arts (ELA)	In grades 1-3, reading at level 1 or 2 as measured by TCRWP assessment In grades 4-5, scoring level 1 or 2 on NYS ELA exam All students heldover in current grade	Direct instruction and guided practice in phonemic awareness and phonics using Core Knowledge curriculum and Before the Code, Explode the Code and Wilson Differentiated instruction using workshop model Periodic formative assessment using curriculum based and teacher developed assessments to identify specific areas of development need and next steps for instruction Direct instruction and guided practice in specific reading fluency and comprehension skills and strategies (including Close Reading) by the classroom teacher in small groups for a minimum of 35 minutes during each school day AIS teacher services on a push-in and pull-out basis Use of technology such as Reading A to Z MyOn, Raz-Kids, Readworks.org for individual practice and	Direct instruction may be provided to whole group, small group or individual basis. Guided practice is delivered in small group or on a one-to-one basis. Differentiated instruction may be provided on small group or individual basis. Assessments and review of assessments in on a one-to-one basis. AIS teacher provides services on small group basis during pull out sessions. Push in sessions may be small group or one-to-one. Technology use is one-to-one.	During the school day

		reinforcement Vocabulary and reading comprehension direct instruction and guided practice for English Language Learners Small group practice in participating in academic conversations to facilitate listening and speaking Direct instruction and guided practice in writing using research-based "Becoming A Writer" program		
Mathematics	In grades 1-3, scoring level 1 or 2 on baseline or benchmark assessments, For grades 4-5, scoring level 1 or 2 on NYS Math exam All holdovers in current grade	Direct instruction and guided practice using manipulatives, procedural outlines, charts and tables. Direct instruction and guided practice in problem solving skills and concept development in small group. Periodic formative assessment using curriculum based and teacher developed assessments to analyze progress and identify specific areas of development need Use of CCLS curriculum based technology Use of Tier 2 and Tier 3 Go Math and other resources.	Direct instruction can be provided on a whole group or small group basis. Guided practice may be delivered on small group or one-to-one basis. Assessment is delivered n a one-to-one basis. Technology may be used on a small group or one-to-one basis.	During school day
Science	Performing at level 1 or 2 on NYS Science exam or content area	Direct instruction and guided practice in specific skills and	Small group or one-to-one	During school day

	summative assessments	strategies, Use of technology (computer assisted instruction)		
Social Studies	Performing at level 1 or 2 on content area summative assessments.	Direct instruction and guided practice in specific skills and strategies, Use of technology (computer assisted instruction)	Small group or one-to-one	During school day
At-risk services *(e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)*	Recommendation from classroom teacher RTI team referral Parent request	Counseling Home visits Conferences with parents/guardians Coordination of services with social service agencies	Counseling may be delivered by a guidance counselor, social worker or social work interns on an individual or small group basis. Attendance teacher works with students and families on individual basis Full time nurse meets with parents, students and teachers to address actual and potential health concerns	Before, during and after 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.					
x	**Schoolwide Program (SWP)**		**Targeted Assistance (TA) Schools**		**Non-Title I**

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.
The BEDS survey is used each year to identify teachers who need additional certification. Currently 100% of the staff is highly qualified as defined by NCLB. If a teacher did need additional certification, teacher would be supported with ongoing professional development to meet certification needs. In the event of a pedagogical vacancy, strenuous efforts are made to hire a HQT. Teachers are recruited using the open market and ATR pool when appropriate. Prospective teachers are interviewed by a team consisting of school administrators and staff developer. New teachers are supported through the formal mentoring process and through involvement with colleagues on teacher teams. All teachers are supported through high quality professional development delivered by the school instructional leaders, by network personnel, publishers of curriculum materials and other vendors. Teachers also participate in professional development activities during the dedicated time on Monday with most teachers involved in Professional Learning Communities based on self- identified learning goals. A teacher resource room is maintained that includes an extensive professional library, curriculum materials, sample lessons, classroom charts, etc. Retention strategies include supporting the teachers in developing their effectiveness using the research based Danielson Framework. Teachers develop individual professional goals and school administrators provide support and assistance as needed. Teachers are observed formally and informally using the Danielson rubric and provided with feedback and discussion. Assistance to improve effectiveness may include lesson modeling, low inference observation and feedback, intervisitations, professional development workshops and materials. All teachers are part of a grade level team with meetings facilitated by an instructional leader. Teachers are assigned to grades taking into account their preferences, experience and professional capacity for the assignment. Teacher teams identify instructional materials, strategies, and curriculum plans for their grade and school administrators facilitate the acquisition of materials and supplies. Teachers are provided with time to meet the planning and instructional requirements of their assignment. The weekly schedule includes at least 1 common planning period for each grade in addition to the time provided on Monday and

Tuesday after school to provide the additional time and support needed to develop effective Common Core Learning Standards-based instruction to meet the needs of all students. If a vacancy occurred and was filled by a teacher who was not highly qualified, Title 1 funding may be used to assist the teacher in meeting requirements

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).
PS 31 has identified instructional leaders on each grade who can model lessons, provide resources and engage in discussion with other teachers on grade, Teachers are encouraged to visit other classrooms to observe best practices and request low inference observations and feedback from peers. Teachers are surveyed to identify professional development needs and coordinate the delivery of professional development based on those needs. Teachers and paraprofessionals form Professional Learning Communities (PLCs) based on self-identified needs. PLCs based on book study identify action plans to improve teaching practice and assess impact of change. As indicated above, teachers also participate in teacher team meetings and identify the professional development they need to enable all students to meet the CCSS. Teacher, principal and assistant principal attend citywide and network sponsored training as well as training offered by representatives of CCSS based curriculum. Information is turnkeyed to effected staff. School administrators conduct formal and informal observations and provide feedback to teachers including opportunities for professional development with a specific focus to address identified needs. All staff members are encouraged to reflect on their practice and identify personal professional development goals. School administrators and staff developer assist in developing personal development plans. School maintains a professional resource center with literature, models, samples of curriculum delivery methods to enhance teaching practice. 80 minutes of professional development time on Monday afternoon is used for book clubs, turnkey training, team meetings and other professional development activities. 35 minutes after school on Tuesdays is used for teacher team meetings.

Part 3: TA Schools Only

3a. Use of Program Resources

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

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).
na

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

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

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[1]. 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[2]. **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 Column A below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in Column B, page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	**Column B** Page # Reference(s)
Title I Part A (Basic)	Federal	263,537	x	12,16,19,22,25
Title I School Improvement 1003(a)	Federal	na	na	na
Title I Priority and Focus School Improvement Funds	Federal	na	na	na
Title II, Part A	Federal	64,724	x	12,16,19,22,25

Title III, Part A	Federal	11,200	x	12,16,19,22,25
Title III, Immigrant	Federal	na	na	na
Tax Levy (FSF)	Local	2,458,534	x	12,16,19,22,25

[1]**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:

- 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.
- 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.

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

- **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).
- **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.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **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.
- **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.

- **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:

- **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.
- **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.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **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.

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. **William T. Davis School** , in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between 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. The **William T. Davis School** will support parents and families of Title I students by:

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

The 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-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 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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 a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;

- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand

School-Parent Compact (SPC)

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy

and this Compact;

- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

Department of Education
Carmen Fariña, Chancellor

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: William T Davis School	DBN: 31R031
This school is (check one):	☒conceptually consolidated (skip part E below) ☐NOT conceptually consolidated (must complete part E below)

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): ☐Before school ☒After school ☐Saturday academy
Total # of ELLs to be served: 27 Grades to be served by this program (check all that apply): ☒K ☒1 ☒2 ☒3 ☒4 ☒5

Part B: Direct Instruction Supplemental Program Information
☐6 ☐7 ☐8 ☐9 ☐10 ☐11 ☐12
Total # of teachers in this program: 1 # of certified ESL/Bilingual teachers: 1 # of content area teachers: 0
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: The total enrollment at PS 31 is currently 457 students encompassing grades pre K through 5. • 26, approximately 6%, have been identified as English Language Learners (ELLs). • 46% of the ELLs are also students with disabilities (SWDs). • 35% of the ELLs are Beginners, 30% are Intermediate and 35% are Advanced based on NYSESLAT and NYSITELL testing. • 15 students have been receiving ESL service for 3 or more years and • 9% of the students progressed at least one level between 2013 and 2014 Rationale: Our rationale for this program is based on the above data regarding testing and progress as well as ELL periodic assessments and informal observations. The data indicates a need for intensive instruction in reading and writing to attain English proficiency. This academic intervention must also include reading and writing in the content areas including science, social studies and math in using ESL methodologies to meet the Common Core Learning Standards. The Title 3 after school program is designed to develop skills in listening, speaking, reading and writing in the English language. The goals for the program are to • Attain English Language Proficiency • Meet or exceed New York State and City expectations and standards • Develop these skills in content areas including math, social studies and science. Subgroups include general education and special education students. Grade levels include Kindergarten through fifth grade. In addition to all ELLs, the program will be offered as a transitional service to former ELLs.

Part B: Direct Instruction Supplemental Program Information

Schedules and durations:

The program consists of 53 one and a half hour sessions offered after school, two days a week from 2:45-4:15. Grades 3-5 will attend the first 27 sessions on Wednesday and Thursday beginning November 12, 2014 and ending on or about February 5th, 2015. Kindergarten –grade 2 will attend the next 26 sessions on Wednesday and Thursday beginning on or about February 11th, 2015 and ending on or about May 21st, 2015.

Language of Instruction:

The only program currently in our school is a free standing ESL program. Therefore, we use English as the language of instruction.

Number and type of certified teachers:

One certified ESL teacher will teach the program. Since there are no other after school programs at this school, an assistant principal will serve as supervisor. In addition, the assistant principal will provide instructional support during the program.

Types of materials:

Materials include Vocabulary Workshop and Informational texts including trade books from the content areas of science and social studies. Internet programs, Raz-Kids, Reading A to Z and readworks.org will be used to support reading and writing in all areas. The Making Meaning program will also be used to provide additional instruction in reading, writing, listening and speaking. Think Central and Go Math intervention materials will be used to support instruction in reading and writing in math. The Common Core Learning Standards in reading, writing, speaking and listening will be addressed on each grade level specifically with respect to informational reading and writing.

As part of our "cultural studies approach" to literature,students engage in a unit of study of folk and fairy tales from a variety of cultures and historical periods. The unit includes a study of the literature with an integration of relevant art, music and dance. Title 3 funds will be used to obtain a bus to attend a performance of the Nutcracker Ballet at the College of Staten Island following a reading and analysis of the folk tale and listening to the music. Tickets for the ballet will be purchased using other funds. Following the trip students will use graphic organizers to compare the two experiences. This trip is aligned to the Blueprint for the Arts as students will be able to identify dance as a way to create and communicate meaning and to understand dance in a cultural and historical perspective. This also aligns to the ELA common core learning standards in responding to literature.

Students are asked to demonstrate understanding of fictional stories by making connection to themselves. One text used for this instruction is Alexander and the Terrible, Horrible, Very Bad Day. After reading the book and making connection verbally and in writing, a trip to attend a dramatic presentation of "Alexander and the Terrible, Horrible, Very Bad Day" at the St. George Theatre is planned. Students will be asked to compare the experience of reading the book ELA comon core learning standards for responding to fiction, speaking and listening as well as the Blueprint for the Arts in drama. Title 3 funds will be used to obtain a bus to attend the performance. Tickets for the play will be

Part B: Direct Instruction Supplemental Program Information
purchased using other funds. To increase parent engagement, parents of ELL students are also invited to attend these trips.

Part C: Professional Development
Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs. • rationale • teachers to receive training • schedule and duration • topics to be covered • name of provider
Begin description here: Ongoing professional development is required to meet the instructional needs of ELL students. Instruction must be scaffolded and differentiated to provide access to the curriculum for the ELL students. All teachers are encouraged to attend professional development workshops provided by the Department of Education, UFT, etc. In addition, the certified ESL teacher who is also the Title 3 program teacher attends professional development workshops and meetings offered by the network instructional specialists and other Department of Education staff. Topics for this professional development include acquisition of English language skills, Universal Design for Learning, differentiation of instruction and data collection and analysis. The ESL teacher provides rigorous professional development during after school workshops to teachers of ELL students. The professional development curriculum includes the following topics: explanation of the mandates for ELL instruction, orientation process for parents and students, assessments including NYSITELL and NYSESLAT, stages of second language acquisition, ESL standards, ESL instructional methodologies, and learning styles of ELL students. The curriculum is designed to enable all teachers of ELL students to deliver high quality instruction to the limited English proficient students. The ESL teacher provides four 90 minute workshops during the professional development extended day for groups of certified common branch and special education teachers to cover the above curriculum. In addition, each teacher may meet with the ESL teacher during professional development periods to analyze the design of individual lessons to incorporate ESL methodologies and to ensure access to the curriculum for the ELLs. The ESL teacher will also provide professiona development in the analysis of performance data to individualize teaching and learning approachers. Since this professional development will be performed during the extended day, Title 3 funds will not be used for it. Ongoing professional development is also available during the school day. Common branch and special education teachers are encouraged to observe ELL lessons conducted by the ESL teacher during the pull out portion of instruction. The ESL teacher is also available to model lessons in the classroom.

Part C: Professional Development
All teachers receive ongoing professional development in the planning and delivery of literacy and math lessons for all students including ELLs from other teachers and network staff.

Part D: Parental Engagement Activities
Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process. • rationale • schedule and duration • topics to be covered • name of provider • how parents will be notified of these activities
Begin description here: Rationale: Parent engagement in the school is important for student academic and social success. All parents are encouraged to attend and participate in PTA, school safety and school leadership team (SLT) meetings. Participation is encouraged through the use of translation and interpretation services in Spanish, the most common language for the ELLs. Each meeting is held once per month and each lasts about one hour. SLT Walkthroughs are held several times per year during which parents may visit several classrooms accompanied by instructional staff to observe and discuss instruction. This empowers the parents to become engaged with the curriculum, school staff and community. Single topic workshops are facilitated by the parent coordinator. These topics include core curriculum expectations, literacy, conducting a read aloud, New York State testing, planning for the science fair, and other topics of interest identified by the parents. Translation and interpretation in Spanish are provided at these events by parent volunteers. The school has partnered with Literacy Inc to provide parents with the training to serve in the school as reading volunteers. Volunteers may choose to read to students in English and Spanish and Spanish language fiction and non-fiction books are provided. Classroom teachers have scheduled grade appropriate homework help sessions for all parents and interpretation services are provided. In addition,copies of math program materials are provided to parents in Spanish so they can assist their children at home. Parents of ELL students new to the school are invited to tour the school and receive information about school programs and activities. Tours are facilitated by the parent coordinator. Parents are welcome to visit the classroom and observe instruction. Parents of ELL students are encouraged to attend class trips to share the cultural and community experiences with their child. Report cards are provided to parents in their native language when available. Monthly progress reports also keep parents informed of their child's progress and these are available in English and Spanish. Parents are notified of activities through bi-monthly school newsletters, letters and notices that are backpacked home and word of mouth by volunteers who translate information during morning arrival

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

Part E: Budget		
FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.		
Allocation Amount: $_____		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) • Per session • Per diem	_____	_____
Purchased services • High quality staff and curriculum development contracts.	_____	_____
Supplies and materials • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed.	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____

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

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the ⓘ.

Part I: School ELL Profile

A. School Information ⓘ

District 31	Borough Staten Island	School Number 31
School Name The Wiliam T Davis School		

B. Language Allocation Policy Team Composition ⓘ

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

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

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	457	Total number of ELLs	33	ELLs as share of total student population (%)	7.22%

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☐	No☒	If yes, indicate language(s):
Dual language program	Yes☐	No☒	If yes, indicate language(s):

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

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

B. ELL Years of Service and Programs

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

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

	ELLs by Subgroups									
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	24		9	8		7	1	0	1	33

	ELLs by Subgroups									
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
Total	24	0	9	8	0	7	1	0	1	33
Number of ELLs who have an alternate placement paraprofessional: 4										

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

Dual Language (ELLs/EPs*) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE _____																			0	0
SELECT ONE _____																			0	0
SELECT ONE _____																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages): ___	Number of third language speakers: ___
Ethnic breakdown of EPs (Number): African-American: ___ Asian: ___ Hispanic/Latino: ___ Native American: ___ White (Non-Hispanic/Latino): ___ Other: ___	

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	3	4	4	8	6	6								31
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic				1		1								2
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	3	4	4	9	6	7	0	0	0	0	0	0	0	33

Part III: Assessment Analysis

Assessment Breakdown

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

Overall NYSESLAT* Proficiency Results (*LAB-R for new admits)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	2	0	0	1	2	1								6
Intermediate(I)	0	4	1	5	4	4								18
Advanced (A)	1	0	3	3	0	2								9
Total	3	4	4	9	6	7	0	0	0	0	0	0	0	33

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	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	6				6
4	6				6
5	1				1
6					0
7					0
8					0
NYSAA Bilingual (SWD)				1	1

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	1		1		3		1		6
8									0

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Students begin with Tier 1 instruction. The instructional core needs to be adapted so that curriculum is accessable for the ELL student. If the student is not showing sufficient progress on the skills and competencies, a more intensive targeted intervention is provided. Progress monitoring is continued to assess how a student is responding to the instruction. The student progress must be compared to that of their peers. Teachers can then use data to determine when to adjust instruction for all ELLs or for specific students. Student progress can be reviewed by the school RTI team to review interventions for appropriateness to the curriculum and the cultural and linguitic background of the students. The ESL teacher and the classroom teacher work collaboratively to differentiate lessons, define initial interventions and assessment methods. If a student demonstrates persistent difficulties after receiving intensive interventions over a period of time, we will request an evaluation to determine if a student requires special education students.

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

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

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

not applicable

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

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

Part IV: ELL Identification Process

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

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

At the time of initial enrollment in a New York City public school, the parent/guardians are asked to complete the Home Language Identification survery (HLIS) by the pupil accounting secretary Jennifer Gigliotti. (In her absence, payroll secretary, Patricia Lettiere

assumes this responsibility) For all initial enrollments, the pupil accounting secretary must contact a qualified pedagogue with a valid NYC teaching license to conduct an oral interview and assist the parent in the completion of the HLIS. An informal oral interview is conducted with all enrollments to identify if the student may possibly be an ELL. The informal interviews are conducted by Debra Schwartz, a certified ESL teacher. In the event she in not available, additional qualified pedagogues (certified Common Branch teachers) Elaine Arnold, staff developer, and Kathleen McBratney, AIS teacher, conduct the interview. The interview focuses on the questions on the HLIS to ensure the answers are reliable and valid. The above named pedagogues are English speaking. If a language other than English is indicated, the parent/guardian is provided with the HLIS in their native language if available. If the HLIS is not available in that language, an oral translator is used. In the event a translator is not available at the school level, the interpretation and translation unit is called for assistance. When a language other than English is indicated, the oral interview of the parent and student is continued in the native language. Interpretation is provided by the bilingual family worker, Evelyn Maldonado, or bilingual paraprofessionals, Sara Merino, Judith Watson, Otilia Harry or Delrita Warner, for Spanish speaking parents, and by the parent coordinator,Diana Patras, for Chinese speakers. Interpretation in other languages is facilitated by parent volunteers or by a phone call to the translation and interpretation unit. If the responses on the HLIS indicate the home language is not English, the LAB-R is administered during the first 10 days of school. The LAB-R is administered by a certified ESL teacher, Debra Schwartz. She also hand scores it to determine if the student qualifies as an ELL. If the HLIS indicates that Spanish is the home language and the student qualifies as an ELL by virtue of the score on the LAB-R, the Spanish LAB is also administered by the ESL teacher. Testing is completed within the first 10 days of school and the results are reported to the parents . The LAB-R testing will be replaced by the NYSITELL on February 1, 2014.

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

   It is essential that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL). At enrollment, if the HLIS indicates a language other than English, the ESL teacher or other teacher on the interview team explains the testing process to the parents. Interpretation services as outlined above are used if needed. At conclusion of the formal initial testing, if the student is found to be an ELL, parents are invited to an orientation conducted by the certified ESL teacher. When possible, the translated invitation is hand delivered to the parent. When that is not feasible, it is "backpacked" home. The ESL teacher follows up with a telephone call to all parents to advise them of the importance of attending and she explains the program choices. Parents watch the video with the ESL teacher. The certified ESL teacher explains the three program choices. Parents are encouraged to ask questions to fully understand the programs. Parents are then asked to select the ELL program they prefer for their child.

   After selecting the program, parents are advised of the programs that are available at this school. Currently, we have a free standing ESL program. When the parent chooses a program that PS 31 does not offer, they are informed that the school will keep a record of their choice and will notify then when the program of their choice becomes available.

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

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

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

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

scores. Copies of entitlement and placement letters are maintained in the ELL binder by certified ESL teacher in room 311.

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

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

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

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

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see *The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*)
    a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
    b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

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

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
    a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

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

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

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

SAMPLE STUDENT SCHEDULE 2013-2014 ESL Student

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

Period	Time	Subject
0	815-8:50	Small group instruction
1	8:53-9:43	Reading, Skill instruction and practice
2	9:46-10:36	Math
3	10:39-11:29	Social Studies, Science, Gym, Art or Music
4	11:32-12:22	Lunch
5	12:25-1:15	ESL (pull out) 5 times per week
6	1:18-2:08	ESL (push in) 3 times per week Content area instruction such as math, writing, or literacy
7	2:11-3:05	Content area instruction such as literacy, math, writing and daily reflection

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

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

The ESL teacher follows the school wide common core curriculum to ensure tht students receive Common Core Learning Standards based instruction ESL methodologies are employed in the delivery of instruction. To encourage ESL students to become self-directed learners rather than teacher-dependent learners, the ESL teacher demonstrates proficient models of both oral and written English language. To further the infusion of content instruction, the ESL teacher uses the workshop model, cooperative learning, computers, leveled library and picture dictionaries. The ESL classroom is visually rich including paired pictures and words to encourage acquisition of English language vocabulary. The ESL teacher works collaboratively using a team teaching approach with the classroom teacher during push in periods providing on-going assistance including the necessary English language vocabulary in the content area instruction. Both the ESL teacher as well as the classroom teacher provides concrete experiences which will allow the language to become comprehensible. There is flexible grouping in the ESL classroom as well as the regular class based on the academic needs of the student as evidenced by the data obtained from various sources including Lab-R and NYSESLAT and periodic assessments. The ESL teacher meets with teachers on common preps, informal meetings, teacher team inquiry meetings, and

during articulation opportunities to determine the most effective way to provide content area support for ELLs. Planning includes adapting common core based lessons for the classroom to support ELLs and planning to integrate content information in the pull out ESL classes. The ESL teacher creates a partnership with the classroom teacher to enhance communication between parents and teachers.

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

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
Listening, Speaking, Reading and Writing are components of the Common Core Learning standards. Formative assessments are conducted in line with the Common Core based literacy curriculum to ensure that student learning is assessed and additional instruction is provided. ELL students participate in performance assessments which are assessed using a rubric and next steps are identified. ELLs also participate in the ELL periodic assessment. Reading fluency with comprehension is assessed using running records a minimum of once per quarter. Emphasis is placed in the classroom and the ESL program on speaking and listening. Several other assessment tools are implemented such as mulitple choice questions, open ended questions, essays, oral presentations and demonstrations.
6. How do you differentiate instruction for ELL subgroups?
    a. Describe your instructional plan for SIFE.
    b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
    c. Describe your plan for ELLs receiving service 4 to 6 years.
    d. Describe your plan for long-term ELLs (completed 6+ years).
    e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

Instruction is differentiated for ELL subgroups as follows:

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

b. ELLs in schools less than 3 years: classroom strategies include:
*Providing a buddy that speaks the same language when possible
*Providing an English speaking buddy to demonstrate routines and procedures
*Creating opportunities for new students to participate in all school-wide activities.
*Providing visual support such as charts, word walls with picture cues, picture cards , graphs or videos
*Allowing opportunities to interact with classmates at a teacher directed center or guided reading instruction
*Using books accompanied by audiocassettes to allow the students to master English skills while using a visual aid simultaneously.
*Using bilingual dictionaries to assist in translation where applicable.
*Providing continual praise/encouragement of the child's success
*Specific instruction and assessment in listening and speaking
*Progress monitoring using formal and informal assessments to establish individual goals in listening, speaking, reading and writing
*Use of technology to individualize instruction in reading, listening, speaking, math and other content areas
* After school test preparation instruction led by a certified ESL teacher
*The instructional plan for all ELLs including Students With Disabilities (SWD)are aligned with the state standards in ELA and math. Teachers prepare students for state exams using a standards based curriculum. Test preparation strategies and materials are used as part of the instruction to prepare students for the testing process. Students are also provided with testing accommodations in the classroom as well as on the state exams.

c. ELLs receiving service for 4 to 6 years: in addition to continuing strategies from above, emphasis is placed on reading and writing instruction. Results of assessments including NYSESLAT, ELL interim assessments, periodic assessments, NYS ELA and Math exams are

reviewed to determine zone of proximal development so that instructional goals can be accurately set. Additional 30 minutes of small group instruction is provided daily to enhance development of ELA skills and strategies.

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

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

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

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

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

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

Courses Taught in Languages Other than English ⓘ

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

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

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

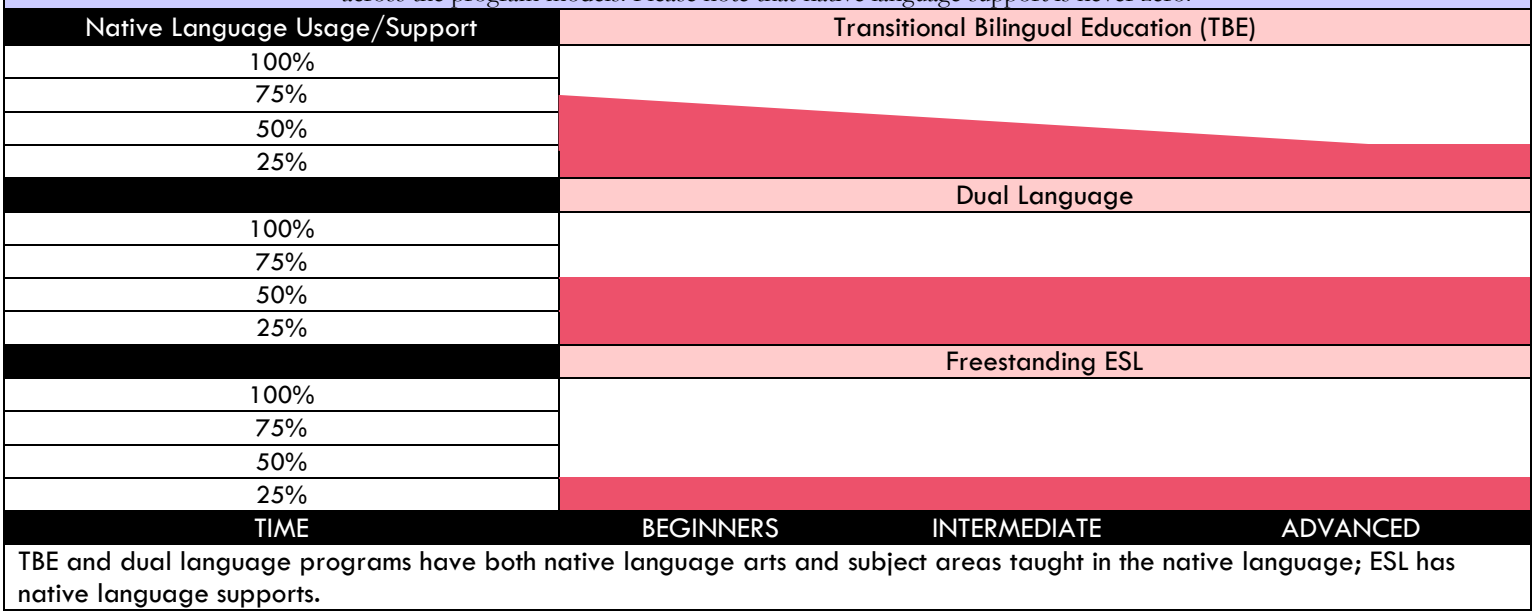
Courses Taught in Languages Other than English ⓘ				
NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include: • classes that are taught in English using books in the native language • heritage classes • foreign language (LOTE) classes				

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	**Intermediate**	**Advanced**
ESL instruction for *all* ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for *all* ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	**Intermediate**	**Advanced**
ESL instruction for *all* ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for *all* ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Usage and Supports

The chart below is a visual representation designed to show the variation of native language usage and supports across the program models. Please note that native language support is never zero.



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

B. Programming and Scheduling Information--Continued

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

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

- New Heights Reading Intervention
- Explode the Code and Core Knowledge phonics (Grades K-3)
- Being A Writer; research based writing intervention (all grades)

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

  NYSESLAT and Beyond workbooks (all grades)

These interventions are offered in English.

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

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

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

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

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

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

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

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

The goal of afterschool test preparation programs is to provide students with additional practice in the skills and strategies

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

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
    The instructional materials used in the Freestanding ESL Program are as follows:
    - Write Time For Kids
    - Time For Kids Exploring Non- Fiction
    - New Heights
    - Dual Language Library
    - Leveled Library for independent reading
    - Saludos- The Earth Is Our Home-Blue Level
    - Saludos- Gifts Of The Earth- red level
    - High Points Basic Book Shelf
    - Pearson Longman TOPS
    - Great Source Reading and Writing Sourcebook
    - Oxford Picture Dictionaries
    - Translation Dictionaries
    - RIGBY- On Our Way To English
      Wordly Wise Vocabulary-grades K-3
    - Sadlier- Oxford Vocabulary Workshop Program-Grades 4-5
    - RAZ-Kids online reading program
    -

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

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
    Native language support is provided through the use of bilingual paraprofessionals, family workers, dual language libraries, bilingual dictionaries and glossaries.
    .
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
    Required services and resources are selected to correspond to the ELL students' ages and grade levels.Common Core Learning standards are consulted to ensure materials are rigorous and in line with expectations for students. Instruction is altered to provide the scaffolding required for student success with the curriculum. Material are adapted as needed.

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

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

18. What language electives are offered to ELLs?
    Language electives are not available in this school.
19. For schools with dual language programs:
    a. How much time (%) is the target language used for EPs and ELLs in each grade?
    b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?

c. How is language separated for instruction (time, subject, teacher, theme)?
d. What Dual Language model is used (side-by-side, self-contained, other)?
e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Not applicable

C. Professional Development and Support for School Staff

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

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

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

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

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

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

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

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

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

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

4. All teachers receive the minimum of 7.5 hours of ELL training as per Jose P. Special education teachers receive a minimum of 10 hours. The certified ESL teacher provides rigorous professional development in ESL standards and teaching strategies during training workshops. Training workshops are scheduled to take place during the school day and after school throughout the school year as needed to ensure training mandate is met by all teacher. Teachers may also be scheduled to observe the ESL teacher during push in

and pull out periods. It is during such visits that teachers can view techniques and methodologies in practice. All teachers have access to professional materials such as the ELL resource library. Teachers are encouraged to participate in other professional development opportunities that may be offered by the Department of Education, UFT, etc. Participation in workshop instruction by the certified ESL teacher is documented with a sign-in sheet and agenda. Certificates of participation are provided to teachers to document the attendance for their records. Copies of certificates and other documentation of ESL training are maintained in the ELL binder which is kept in room 311.

D. Parental Involvement

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

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

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

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

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

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

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

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

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

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: PS 31 William T Davis School			School DBN: 31R031
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Patricia A Covington	Principal		12/6/13
Linda Woolverton	Assistant Principal		12/6/13
Diana Patras	Parent Coordinator		12/6/13
Debra Schwartz	ESL Teacher		12/6/13
Carmen Tenesca	Parent		12/6/13
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
Elaine Arnold	Coach		12/6/13
	Coach		1/1/01
Danna Taylor	Guidance Counselor		12/6/13
	Network Leader		1/1/01
Jennifer Gigliotti	Other Pupil Accounting Sec		12/6/13
Marissa Nieves	Other Related Serv Prov		12/6/13
	Other _____		1/1/01
	Other _____		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 31R031 **School Name: The WIlliam T Davis School**

Cluster: 6 **Network: 609**

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

Part A: Needs Assessment Findings

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

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

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

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

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

telephone interpretation can be obtained if needed.

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

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