

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

14K031

School Name:

P.S. 031 SAMUEL F. DUPONT

Principal:

MARY J. SCARLATO

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: Samuel F. Dupont School Number (DBN): 14K031
Grades Served: Pre-K-5
School Address: 75 Meserole Avenue, Brooklyn, NY 11222
Phone Number: 718-383-8998 Fax: 718-383-5652
School Contact Person: Mary Scarlato Email Address: mscarla@schools.nyc.gov
Principal: Mary Scarlato
UFT Chapter Leader: Tara Franco
Parents' Association President: Bobbi Avery/Mary Ciccotto
SLT Chairperson: Tara Franco
Title I Parent Representative (or
Parent Advisory Council
Chairperson): _____
Student Representative(s): _____

District Information

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

Borough Field Support Center (BFSC)

BFSC: Brooklyn North Director: Bernadette Fitzgerald
Director's Office Address: 131 Livingston Street Brooklyn, NY 11201
Director's Email Address: bfitzge2@schools.nyc.gov
Phone Number: 718-935-3594 Fax: _____

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 that they have been consulted with 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 first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*.
3. 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. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Mary Scarlato	*Principal or Designee	
Tara Franco	*UFT Chapter Leader or Designee	
Bobbi Avery Mary Ciccotto	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Stacey Berger	Member/Assistant Principal	
Nancy Pease	Member/Teacher	
LouAnn Gallo	Member/IA Assistant Principal	
Karen Block	Member/Teacher	
	Member/	
	Member/	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Karen Bachmann	Member/Parent	
Theresa Ortega	Member/ Parent	
	Member/ Parent	
	Member/ Parent	
	Member/	
	Member/	

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 new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

The Framework for Great Schools and CEP Development



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. 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 activities and strategies that improve outcomes for students.

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 Framework for Great Schools 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 two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

The Six Elements of the Framework for Great Schools
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.
Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

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.

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.

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.

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 Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, 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 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students’ academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor’s Regulations A-655](#).
- **Step 2:** 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.
- **Step 3:** Revisit your school’s current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you’ve identified, and will help your school community know when you’ve reached your goal.

- **Step 4:** 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.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** 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 activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

PS 31 is located in the community of Greenpoint, Brooklyn. Our school serves pre-kindergarten through grade five, with 6.5% of our students ELL (English Language Learners), and 12.8% are SWD (Students with Disabilities). Our student population is multicultural with 8.1% Asian, 4.8% Black, 43.3% Hispanic, and 42.6% White. Many of the families living in our community are multi-generational. Currently, we have a group of parents who are alumni of PS 31, so parents are an integral part of the fabric of our school.

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

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

Our school has been recognized many times over the years for our academic accomplishments. Historically, PS 31 has been an academically high achieving school since 1975. We were awarded with National Blue Ribbon status for academic excellence in 2009. In addition, we were designated as a Title I Rewards School status for the past three years for high achievement state-wide.

One of our strengths at P.S.31, is exposing our students to as many life, health, and career experiences as possible, including music, art, dance, theatre, chess, computers, cooking, law, and environmental awareness/ecology. Our partnerships with many organizations, including ECO Schools USA, National Wildlife Federation, Disney Musicals, Studio in the Schools, and New York City Cook Shop (Food Bank NYC) enable us to cultivate unique skills, and broaden life experiences. We believe that healthy bodies create healthy minds. Students will learn best when their minds and bodies are in sync. We are implementing the Office of School Wellness Program (OSWP) grant from the NYCDOE (New York City Department of Education), which supports our school community's wellness vision in promoting the behaviors and skills that will lead to a healthier life. We have created a School Wellness Council consisting of parents, and a Student Wellness Council to look at the needs and strengths of our school, as well to create a plan to carry out our wellness vision. In addition, after earning our Bronze Medal last school year, we are expanding our Go Green Eco-Machine Team for 2015-2016. As one of our initiatives, we have installed water filtration systems on our water fountains to allow for cleaner water and to increase our sustainability. Lastly, PS 31 works in partnership with many fine organizations:

ECO Schools USA

National Wildlife Federation

Grow NYC

Disney Musicals in the Schools

NYC Food Bank
Chess in the Schools
High 5 Kindergarten Enrichment Program (Making Pre-K Count/Building Blocks)
Pre-K Rocks
Williamsburg Movement and Arts Center
Hosh Yoga
92nd Street Y
Materials for the Arts
Farmigo
Funding Factory
Elmer's Glue Crew
Greenpoint Lion's Club
Fuel Up to Play 60
Franklin Street Community Garden
Road Runners Club
Magnet Schools of America
Project Legal Lives
Brooklyn Public Library
Word Bookstore

Our Framework for Great Schools Report for 2015 indicates that we scored highest in Supportive Environment at 78%, and Trust at 80%. In Rigorous Instruction we scored 67%, Collaborative Teachers 65%, Effective School Leadership 66%, and Strong Family-Community Ties 54%.

On the Indicator of Rigorous Instruction we showed growth this past year (2015) in ELA (English Language Arts). On the NYS ELA Assessment, all students scoring levels 3 and 4 in grades 3 through 5 showed a one year increase of 9.5% from 51.9% in 2014 to 61.4% in 2015, and a 2.9% increase over the three year period from 2013 -2015. Our Former ELL students have shown an 11.1% increase of students scoring levels 3 and 4 on the NYS ELA from 22.2% to 33.3% over the same three year period. Our Former ELLs have made terrific progress in Math over the 3 years with a 27.7% increase of students receiving a level 3 or 4 on the NYS Math Assessment from 55.6% in 2013 to 83.3% in 2015.

Supportive Environment is one of our strongest areas. According to the Framework for Great Schools Report 2015, we scored 100% in Supportive Environment and 99% in the Social Emotional measure. Students are safe and feel safe within our school walls. Students feel that they are supported by their peers, teachers, and all school stakeholders. Students have connections with key adults, and feel that they can go to them for any problem either academic or social. The social and emotional needs of our students are a priority at PS 31. We know how those needs can impact students and their achievement.

Additionally, our data trends have also revealed subgroups of students who have declined in achievement in both Math and ELA. Black students have shown a decrease of 35% in ELA over three years from 64.3% in 2013 to 45.5% in 2015. SWD showed a 12.5% decline in students scoring level 3 and 4 in ELA over the 3 years, 2013-2015. The same subgroups have also shown a declining three year trend of students scoring levels 3 and 4.

Therefore, our instructional focus will be to increase rigorous instruction by having students engage in deeper academic discussions and making deeper connections to improve student outcomes including SWD, ELL and low performing subgroups.

14K031 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	621	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
				N/A
School Composition (2013-14)				
% Title I Population	65.5%	% Attendance Rate		94.3%
% Free Lunch	63.9%	% Reduced Lunch		7.7%
% Limited English Proficient	5.9%	% Students with Disabilities		15.3%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.7%	% Black or African American		4.7%
% Hispanic or Latino	46.5%	% Asian or Native Hawaiian/Pacific Islander		9.7%
% White	37.9%	% Multi-Racial		0.5%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	14.18	# of Assistant Principals (2014-15)		1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		N/A
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		N/A
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.2%	Average Teacher Absences (2013-14)		9.24
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	49.8%	Mathematics Performance at levels 3 & 4		74.3%
Science Performance at levels 3 & 4 (4th Grade)	100.0%	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward	X	Recognition		
In Good Standing		Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	YES	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	YES	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

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

Section 5A – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–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.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

An analysis of our current data trends show:

On the NYS ELA Assessment, all students scoring levels 3 and 4 in grades 3 through 5 showed a one year increase of 9.5% from 51.9% in 2014 to 61.4% in 2015, and a 2.9% increase over a three year period from 2013 -2015. Our Former ELL students have shown an 11.1% increase of students scoring levels 3 and 4 on the NYS ELA from 22.2% to 33.3% over the same three year period. Our Former ELLs have made terrific progress in Math over the three years with a 27.7% increase of students receiving a level 3 or 4 on the NYS Math Assessment from 55.6% in 2013 to 83.3% in 2015. Our data trends have also revealed subgroups of students who have declined in achievement in both Math and ELA. Black students have shown a decrease of 35% in ELA over three years from 64.3% in 2013 to 45.5% in 2015. SWD showed a 12.5% decline in students scoring level 3 and 4 in ELA over the 3 years, 2013-2015. The same subgroups have also shown a declining three year trend of students scoring levels 3 and 4 in Math. SWD declined 4.4% and ELL declined 4.2% on the NYS Math Assessment.

Additionally, our latest Quality Review findings in the indicator of Pedagogy 1.2 stated, "A review of student work in portfolios and on bulletin boards revealed consistent work in response to literary and informational text with citing evidence, as well as personal narrative or research based writing and problem solving. Yet some tasks simply required students to answer a set of questions associated with assigned texts and did not challenge students to make independently deeper connections."

On our Framework for Great Schools Report, in the element of Rigorous Instruction, we scored 91% on the quality of student discussions. Observation data from 2015 reveals that 16% of teachers were developing/ineffective in the component 3b, Questioning and Discussion. Therefore, we found a need to increase rigor by deepening student discussions.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, students in grades 2-5 will engage in deeper academic discussions and make deeper connections in ELA as measured by an increase of 5% of students receiving a proficient score on the EOY MOSL (End of the Year Measures of Student Learning) Benchmark assessment.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Teachers in grades 2-5 will develop units utilizing Pearson's <u>ReadyGen</u>, a Common Core aligned program. Teacher teams will build into units/lessons activities, performance tasks and questions that will foster deeper thinking, discussions, and making deeper connections.</p>	<p>Teachers in Grades 2-5</p>	<p>Sept. 2015- June 2016</p>	<p>School Leaders, Teacher Leaders</p>
<p>Teacher team common grade level planning of units/lessons will include multiple entry points for all learners including SWDs and ELLs. Teacher teams create common assessments, performance tasks, and common rubrics.</p>	<p>Teachers in Grades 2-5</p>	<p>Sept. 2015- June 2016</p>	<p>School Leaders, Teacher Leaders</p>
<p>Teacher teams in grades 2-5 will receive professional development on Reciprocal Teaching to deepen student discussions around text.</p>	<p>Teachers in Grades 2-5</p>	<p>Oct. 2015- Jan. 2016</p>	<p>School Leaders, Teacher Leaders</p>
<p>Grade level teacher teams will participate in monthly learning walks</p>	<p>Teacher Teams</p>	<p>Oct. 2015- June 2016</p>	<p>School Leaders</p>
<p>Teacher Collaborative Inquiry Teams (vertical and horizontal) analyze student work in ELA using the ATLAS protocol. Teacher teams plan next steps, adjust units and instruction based on analysis of student thinking and work. Teachers track student subgroup data to support student achievement.</p>	<p>Teachers in Grades 2-5</p>	<p>Oct. 2015- May 2016</p>	<p>School Leaders, Teacher Leaders, Teacher Teams</p>

Teacher teams create and send home grade level newsletters to inform parents of learning objectives.	Parents	Oct. 2015- June 2016	School Leaders, Teacher Leaders
Parent workshops in ELA by teacher teams on Tuesday afternoons to educate parents on the deeper thinking, type of questions.	Parents	Nov. 2015- Dec. 2016	School Leaders, Teacher Teams
All stakeholders, parents, staff, school leaders will work together collaboratively to ensure that this goal is attained through faculty meetings, SLT meetings, PTA meetings, school website.	Parents, School Staff, Parents, Students	Nov. 2015- Jan. 2016	School Leaders
After School Literacy and Math Program	Students in grades 2-5 in need of AIS	Jan. 2016- April 2016	School Leaders
After School Literacy and Math Program for ELL	Students, ELL and Former ELL grades 3-5	Jan. 2016- April 2016	School Leaders
Saturday Academy for Literacy and Math	Students, ELL and Former ELL in grades 3-5	Feb. 2015- April 2016	School Leaders

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Schedule 90 minute ELA blocks in grades 2–5.
 Program common planning periods 4 times per month for teacher teams.
 Program vertical team meetings 2 times per month.
 Per-Session for writing curriculum units and June planning for September 2016.
 Per-Session for After School and Saturday Academy.
 Per-Session for ELL After School and Saturday Academy.

Part 4b. 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 SWP		Title I TA	X	Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	X	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Performance Task: Writing piece, January 2016

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

Section 5B – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

Based on the Framework for Great Schools Report, Supportive Environment was one of our highest scoring indicators. We scored 78% out of 100% in this indicator. 100% of those surveyed were satisfied with the safety in our school, and 92% were satisfied with student behavior. On our latest Quality Review, Indicator 3.4: "Parents shared that the school goals to improve student learning and achievement, especially in writing are accomplished by the supportive school's approach they called 'one child at a time.'" Therefore, we want to build upon school culture with the implementation of the Leader in Me program. The implementation of the Leader in Me program will be a continuation of our efforts of creating citizens who are proactive, good listeners, and work together to accomplish their goals. This program includes the students, parents and entire staff.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

The entire school community will participate in The Leader in Me program beginning in November 2015. This program will support the improvement of our overall school environment as measured by 90% of the school community satisfied with the Leader in Me and its positive effects on the school environment in the survey given in March 2016.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>The Leader in Me pre-survey for parents. Link available on www.ps31brooklyn.com. Notices sent home.</p> <p>The Leader in Me pre-survey for teachers.</p>	<p>Parents</p> <p>Teachers</p>	<p>Oct. 2015- Nov. 2015</p> <p>Nov. 2015</p>	<p>School Leaders</p> <p>School Leaders</p>
<p>Professional training from the Leader in Me. Workshops include The Seven Habits of the Mind, as well as implementation of the program.</p>	<p>Teachers</p> <p>School Staff, School Leaders</p>	<p>Nov. 2015- Jan. 2016</p>	<p>School Leaders</p> <p>Teacher Leaders</p>
<p>Establish Student Council on school culture and environment that meets twice monthly to empower students in leadership roles to address and offer solutions to our school's needs.</p>	<p>Students</p>	<p>Feb. 2016</p>	<p>School Leaders, Teacher Leaders</p>
<p>All stakeholders: Parents, staff, school leaders will work together collaboratively to ensure that this goal is attained through PTA meetings, SLT meetings, school website, professional development.</p> <p>Student-run Leadership Day</p>	<p>School Staff, Parents, Students</p> <p>Students</p>	<p>Oct. 2015- June 2016</p> <p>June 2016</p>	<p>School Leaders</p> <p>Teacher Leaders</p> <p>School Staff</p> <p>Parents</p> <p>Students</p> <p>School Leaders, Lighthouse Team</p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Scheduling assemblies.
 Purchasing materials and professional services from Leader in Me.
 Purchasing student resources and awards.
 Scheduling Student Council meetings.
 Scheduling parent workshops.
 Scheduling professional training – Leader in Me.

Part 4b. 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 SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	X	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Mid-point survey on current school culture and student leadership will be administered to parents, staff and students in March 2016. In June 2016, a post-survey for parents, students, and staff on current school culture and student leadership will be administered to measure the positive effects on supportive school environment to see if our goal of 90% satisfaction is met.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

Section 5C – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

Based on our latest Quality Review, indicator 4.2: "Grade level teacher teams have regularly scheduled opportunities to work collaboratively on planning and improving practices. Teachers also adjust existing units of study by adding thinking skills and strategies. The school is now shifting the focus of this work toward collaborative inquiry centered on looking at student writing to meet one of the school-wide improvement goals." Data from the Framework for Great Schools Report 2015 shows a score of 74% in Quality of Professional Development. Based on an analysis of the past three years of the NYS ELA assessment, students in both grades 3 and 4 showed a decrease in conveying the central message of a text through using key details on constructed responses (CCLS RL.3.2 and RI.4.2). Grade 3 declined 14% from 71% in 2013 to 57% in 2015, and Grade 4 decreased 16% from 75% in 2013 to 59% in 2015. Therefore, a key focus will be deepening the work of the collaborative grade inquiry teams in analyzing student work and thinking.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, M measurable, Achievable, Relevant, and Time-bound.

By May 2016, students in grades 2-5 will show a 5% increase of students scoring level 3 or 4 on the end of the year ReadyGen extended response task that requires students to convey the central message through key details.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Professional development sessions devoted to using the ATLAS protocol for looking at student work.</p> <p>Grade level teacher inquiry teams will meet twice monthly to analyze student work using the ATLAS protocol.</p>	<p>Grade Level Inquiry Teams</p> <p>Grade Level Inquiry Teams</p>	<p>Oct. 2015 – May 2016</p> <p>Oct. 2015- June 2016</p>	<p>School Leaders</p> <p>Teacher Leaders</p> <p>School Leaders,</p> <p>Teacher Leaders</p>
<p>Teacher teams will develop strategies to address student weaknesses.</p>	<p>Teacher Teams,</p> <p>Students</p>	<p>Oct. 2015- May 2016</p>	<p>School Leaders, Teacher Leaders</p>
<p>Teacher teams will adjust ReadyGen units and lessons to address student weaknesses.</p> <p>Grade Level Teacher Teams will participate in professional learning walks on a monthly basis.</p>	<p>Teacher Teams</p> <p>Teacher Teams</p>	<p>Oct. 2015- May 2016</p> <p>Oct. 2015- June 2016</p>	<p>School Leaders, Teachers</p> <p>School Leaders</p>
<p>Teacher leaders will share their findings and best practices that will impact instruction and student achievement during Vertical Team meetings.</p>	<p>Teacher Leaders,</p> <p>Teachers</p>	<p>Monthly from Nov. 2015- May 2016</p>	<p>School Leaders</p> <p>Teacher Leaders</p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<p>Schedule Collaborative Inquiry Meetings twice monthly. Purchase classroom resources and supplemental materials based on the outcome of the Inquiry Team Meetings. Schedule inter-visitation to other schools in the district. Schedule inter-visitation to share best practices within our school.</p>											
Part 4b. 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 SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	X	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
<p>Performance Task- ReadyGen extended response - Baseline: October 2015, Mid-year: February 2016. School leaders review Collaborative Inquiry Meeting agendas, minutes and next steps.</p>
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

Section 5D – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

Based on the Framework for Great Schools Report 2015, we scored 58% in Teacher Influence under the indicator of Inclusive/Facilitative Leadership. In addition, teacher feedback during one on one conferences and surveys indicate a need to build capacity by developing strong teacher leaders and teacher teams. Therefore we see a need for teacher leadership and thus a goal this school year.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, school leaders will create and implement a professional development plan that develops teacher leaders on each grade level to facilitate grade level team (collaborative inquiry, common planning) meetings to improve discussion and questioning techniques resulting in a 5% increase in teachers improving one performance level as reflected in component 3b (Questioning and Discussion) in Advance.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	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?
School leaders, ELA consultant and teacher leaders form a curriculum team work to create units of study in ReadyGen to reflect questioning and discussion shifts in pedagogy.	Teacher Leaders	July 2015-Sept. 2015	School Leaders
Teachers attend professional development workshops on the new ReadyGen and skill building program with scaffolds and supports for ELLs and SWDs.	Teachers	August 2015	School Leaders, Teacher Leaders
Grade level teacher teams meet weekly to develop and adapt ELA units and lessons.	Teachers	Sept. 2015- June 2016	School Leaders Teacher Leaders
<p>Vertical Team (Teacher Leaders from each grade) meet twice monthly with school leaders to discuss school wide systems and structures for the new ELA program, concerns and best practices.</p> <p>School leaders will observe teachers and give feedback on questioning and discussion techniques.</p> <p>Professional development and study groups will be formed based on teacher and student needs.</p>	<p>Teacher Leaders</p> <p>Teachers</p> <p>Teachers</p>	<p>Sept. 2015- June 2016</p> <p>Oct. 2015- June 2016</p> <p>Nov. 2015- May 2016</p>	<p>School Leaders</p> <p>School Leaders</p> <p>School Leaders</p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Schedule common planning weekly.
 Schedule Vertical Team meetings twice monthly.
 Per session for curriculum writing.
 Funding for ELA consultant.
 Purchase books, materials and resources for implementing ELA program.

Part 4b. 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 SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	X	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Teacher feedback during pre and post observation conferences.
 Mid-year data (Feb. 2016) from Advance in component 3b to check progress.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

Section 5E – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

After analyzing all available data we found that we are strong in teacher outreach to parents, however, we found a need to increase parent involvement and engagement within our school. On our latest Quality Review 2014-2015, the findings under Quality Indicator 3.4 stated: "Teachers and leaders consistently communicate with parents about the goals and expectations for learning and provide families with next steps and frequent feedback on their children's progress. In addition to assessment results sent home regularly, grade level teams create monthly newsletters for parents with information regarding the mastery of skills." In addition, on our Framework for Great Schools Report 2015, on the indicator of Strong Family-Community Ties, under teacher outreach to parents we received 94% out of 100%. However, under parent involvement in the school, we scored 75% out of 100%. Therefore, our focus will be to increase parent engagement and involvement in our school.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By May 2016, parents will be invited to participate in five additional activities/events in their child's classroom as measured by an increase of 5% on the Framework for Great Schools on the indicator of parent involvement in the school.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	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?
During common planning, grade level teams brainstorm ideas for parent engagement in the school - Inviting parents to participate in classroom events/activities.	Teachers	October 2015	School Leaders
Class parent meeting to brainstorm ideas. Parent survey will be created and sent to parents asking them the types of activities/events they would prefer participating in.	Parents, Teachers Parents	Oct. 2015 Nov. 2015	School Leaders Teacher Teams School Leaders, Parent Leaders
School Leaders share information and ideas from survey with PTA Executive Board. PTA will share with membership.	PTA Parents	Nov. 2015	School Leaders
Parents will be invited to attend events/activities in their child's classroom.	Parents	Dec. 2015- May 2016	School Leaders Teachers

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.										
Scheduling class parent meetings. Scheduling class activities/events. Purchasing resources/materials specific to the activities.										
Part 4b. 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 SWP		Title I TA		Title II, Part A		Title III, Part A	Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF	X	PTA Funded		In Kind	X

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

A midpoint survey in March 2016 will be given to parents to gauge their satisfaction with the classroom events/activities.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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 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)	<ul style="list-style-type: none"> • Level 1 and low level 2 on assessments such as: baseline MOSL, NYS ELA 2015 • Teacher Recommendation • Parent request for help • PPT request • Data Inquiry Team Referral 	<ul style="list-style-type: none"> • Foundations Reading • Close Reading with Purpose Strategies before reading: frontload vocabulary, preview, discuss, predict, and connect. • Strategies during reading: question text, question author, determine context clues. • Strategies after reading: retell, clarify points of confusion, make connections, text-to-self, text-to-text, text-world, summarizing 	<ul style="list-style-type: none"> • Small group • Whole group 	<ul style="list-style-type: none"> • Strategic AIS grouping in the classroom • Push-In/Pull-Out during the school day, After School, Saturday Academy
Mathematics	<ul style="list-style-type: none"> • Level 1 and level 2 on MOSL Baseline and NYS Math 2015 • Teacher Recommendation • Parent Request for help 	<ul style="list-style-type: none"> • Explicit and Systematic Instruction • Representation techniques 	<ul style="list-style-type: none"> • Small Group • Whole Group 	<ul style="list-style-type: none"> • Strategic AIS grouping in classroom • Push-in/ Pull-out during the day

	<ul style="list-style-type: none"> • SAT (School Assessment Team) request 			<ul style="list-style-type: none"> • After School, Saturday Academy
Science	<ul style="list-style-type: none"> • Level 1 and level 2 on NYS Science 2016 – Grade 4 • Level 1 and low level 2 on assessments • Teacher Recommendation • Parent Request for help • SAT Team request 	<ul style="list-style-type: none"> • Academic Vocabulary • Content Vocabulary 	<ul style="list-style-type: none"> • Small Group • Whole Group 	<ul style="list-style-type: none"> • Strategic AIS grouping in classroom • Push-In during the day
Social Studies	<ul style="list-style-type: none"> • Level 1 and level 2 on assessments • Teacher recommendation • Parent Request for help • SAT Team request 	<ul style="list-style-type: none"> • Academic Vocabulary • Content Vocabulary 	<ul style="list-style-type: none"> • Small group • Whole Group 	<ul style="list-style-type: none"> • Strategic AIS grouping in classroom • Push-In during the day
At-risk services <i>(e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</i>	<ul style="list-style-type: none"> • Parent Request • Teacher request 	<ul style="list-style-type: none"> • Counseling - Guidance Counselor • “At Risk” Counseling- School Psychologist • Social Skills – Guidance Counselor 	<ul style="list-style-type: none"> • Small group • Individual 	<ul style="list-style-type: none"> • Pull out during the school day

Section 7: Title I Program Information

Directions:

- All Schools must indicate their Title I status in Part 1.
- All elements of the *All Title I Schools* section must be completed in Part 2.
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3.
- All Schoolwide Program (SWP) Schools must also complete the *SWP Schools Only* section in Part 4.
- If a required component is addressed elsewhere in this plan, you may refer to the section where the response can be found [for example, Section 5A-Part 4].
- 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.
100% of the teaching staff at PS 31 is comprised of NYS certified teachers. Newly hired teachers become part of our professional staff and take part in an extremely successful mentoring program receiving professional development in all curriculum areas throughout the year. New teachers receive ongoing assistance with organizing their classrooms to create an effective environment, classroom management, developing units/lesson plans, teaching strategies, engaging students in learning, and assessing student learning. Our lead teachers provide guidance, support and training for new teachers utilizing model classrooms as lab sites for developing teaching methodology. Teachers are taught a common language through the use of Danielson's framework. Intervisitations are scheduled so that new teachers can implement successful techniques and practices in their classrooms. All teachers in PS 31 are supported with high quality professional learning workshops which are differentiated to address the needs of both new and experienced staff, directing their attention to individual strengths and weaknesses, grade level needs, content area focus and teacher learning styles. We have devoted sessions this year to address Reciprocal Teaching to student discourse in ELA and Math, as well as the implementation of the Leader in Me program. The school leaders, lead teachers and consultants will contribute toward this high quality professional learning. Staff members attend conferences and workshops. In addition to professional development sessions, we hold collaborative grade team meetings eight times per month to plan curriculum and implement instructional strategies that meet each grade's specific goals. Teachers providing AIS are given an opportunity to meet and share ideas with teachers whose students they service. From May through June we start our curriculum mapping/June planning for the upcoming September in all core curriculum areas. This provides our teachers and school leaders time to collaboratively reflect, assess, plan and provide a focus for the upcoming school year. These meetings also provide school leaders an opportunity to encourage and support staff in renewing and refining their craft regularly. Frequent cycles of observation and feedback on the Danielson's Framework drive our professional development programs. Our goal is to ensure the continued achievement for all of our students. The ongoing learning of our professional staff will support us in attaining our goal. PS 31's highly successful and intensive mentoring program is a major element of the support and professional learning for new teachers. This will ensure high quality teaching to ascertain that all students including students with disabilities and English language learners receive sound instruction by highly qualified teachers.

2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
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PS 31 provides ongoing and highly effective professional learning to our entire staff including school leaders, teachers and paraprofessionals, aligned with CCLS (Common Core Learning Standards). These professional learning sessions provide staff with the opportunity to work collaboratively as teams to analyze data, set long and short term goals, apply and share best practices to increase student achievement. The CIE (Citywide Instructional Expectations), The Framework for Great Schools, and our school instructional focus will be the compass for professional learning. Pedagogy will be provided with professional learning. Teacher self-reflection and data from observations will serve as a needs assessment to differentiate, and address the needs of all teachers, directing attention to individual strengths and weaknesses, grade level needs, content area focus and teacher learning styles. In the 2015-2016 school year, professional learning sessions will be dedicated to both short-term and sustained professional learning experiences directed towards preparing staff to move students towards meeting higher standards (all sub-groups including SWDs and ELLs) as well as actively supporting teacher growth. We have begun to build Professional Learning Communities (PLCs). PLCs will be devoted to studying successful teaching practices, and study groups through professional books. This professional learning will ensure that teachers shift classroom practice and plan units and lessons that include the use of performance tasks to assess learning to improve student outcomes. Our professional learning will include:

The Framework for Great Schools

Deepening Student Discourse in ELA

The Reciprocal Teaching Technique

Using ATLAS Protocol to Look at Student Work

Analyzing Data Trends Across Grades

Planning and Adjusting ReadyGen units/lessons based on data/student work

Supporting and Scaffolding Learning for ELLs and SWDs

Assessing Student Learning –Formative Assessments

Problem Solving in Math - Focusing on the Question

Danielson's Framework

Building Sustainability into the curriculum- Recycling, Composting

The Writing Process

CCLS and NYC Scope and Sequence for Social Studies

Differentiation and Grouping Strategies

Multiple Entry Points

Parent Engagement

Child Abuse

Questioning and Discussion Techniques

ELL Practices and strategies to support all content areas

Students with Special Needs

Academic Intervention Services

MOSL – Scoring MOSL, Data Analysis

Using Assessment in Instruction

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

During the course of the school year, opportunities will be provided for inter-visitations between our school and other schools in the district. Staff members attend conferences, workshops and training sessions.

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

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

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

- Opportunities are provided for parents and children to tour the school and become familiar with the kindergarten program easing transition.
- Family meetings will be organized in order to answer questions and concerns regarding their children who will be moving into kindergarten.
- Provide a forum to discuss their perceptions and expectations for kindergarten and elementary school.
- Students' academic and emotional needs will be constantly observed and assessed so interventions can be provided as necessary.

Pupil Personnel team to address needs of kindergarten students, AIS services, support services for all kindergarten students with IEPs, Lexia Assessments, observations by teachers and the SAT team, Screening for hearing and vision.

- Provide information about the PTA and the parent coordinator to serve as a link between the parents and school as well as the school website and parent workshops.

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

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

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

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds, 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 consolidated². **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 '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	366,929.00	X	Section 5A Part 4b Section 5B, Part 4b, Section 5C, Part 4b, Section 5D, Part 4b Section 5E, Part 4b
Title II, Part A	Federal	146,610.00	X	Section 5A, Part 4b
Title III, Part A	Federal	11,200.00	X	Section 5A, Part 4b
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	2,703,521.00	X	Section 5A Part 4b Section 5B, Part 4b, Section 5C, Part 4b, Section 5D, Part 4b Section 5E, Part 4b

¹Explanation/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.

²The **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 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 an 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.
- **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:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC) ***(Required for All Title I Schools)***

Directions: All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team 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's Title I Parent Advisory Council (PAC) 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. PS 31, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. PS 31 will support parents and families of Title I students by:

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;

- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability, grade-level curriculum, and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, School Quality 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)

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

I. School Responsibilities:

Provide high quality curriculum and instruction consistent with Common Core 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 with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;

- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department to 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.

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

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

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

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

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

Part A: School Information	
Name of School: <u>Samuel F. Dupont School</u>	DBN: <u>14K031</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>41</u>
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>3</u>
of certified ESL/Bilingual teachers: <u>1</u>
of content area teachers: <u>2</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

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

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

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

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

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

- Inferencing
- Reading for the main idea
- Identifying and supporting theme
- Sequencing
- Predicting
- Comparing/contrasting
- Cause/effect
- Problem/solution
- Summarizing

Part B: Direct Instruction Supplemental Program Information

- Identifying author's purpose
- Identifying author's techniques
- Inferring meanings of words from context
- Identifying character traits, feelings and motives
- Analyzing relationships
- Drawing conclusions
- Analyzing to infer motive
- Interpreting poetry

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

Part C: Professional Development

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

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

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

Part D: Parental Engagement Activities

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

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

Part D: Parental Engagement Activities

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

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

3. Our school and our Parent Coordinator partners with other Community Based Organizations to provide workshops to parents including parents of ELL students. These organizations provide outreach to our ELL parents to ensure they have access to healthcare, and family support, such as the Puerto Rican Family Institute. Guest speakers are invited to inform parents on various issues such as healthcare, nutrition, physical fitness, current events and areas of interest to the parents. They also discuss what is going on in the school and have the opportunity to voice their concerns. Topics including the NYSESLAT and its modalities, the importance of parents reading to students in their first or second languages, as well as Understanding the Common Core Standards are covered. An ESL lending library is available to parents to encourage parents to read to their children and children to read to their parents. Our feedback and survey results on parental involvement activities have shown that our activities do address the needs of the parents. Our parents are involved in school events, PTA meetings, conferences and workshops. The attendance is high at our meetings and workshops. Our parents want to be involved and give back to the school as well. Our annual "Potluck Dinner" is always a big success for families of ELLs. All our PS 31 families bring home-cooked dishes to school to share their culture with students teachers and staff.

Part E: Budget

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

Allocation Amount: \$ _____

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

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM

2015-16 AND 2016-17 SCHOOL YEAR

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

District 14	Borough Brooklyn	School Number 031
School Name Samuel F. Dupont		

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

Principal Mary J. Scarlato	Assistant Principal Stacey Berger
Coach type here	Coach type here
ENL (English as a New Language)/Bilingual Teacher Nancy Pease	School Counselor
Teacher/Subject Area	Parent Theresa Ortega
Teacher/Subject Area	Parent Coordinator Joanne Switalski
Related-Service Provider	Borough Field Support Center Staff Member
Superintendent	Other (Name and Title)

C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	2
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	1	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	519	Total number of ELLs	41	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>
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This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education														0
Dual Language														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	41	Newcomers (ELLs receiving service 0-3 years)	40	ELL Students with Disabilities	9
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	1	Long-Term (ELLs receiving service 7 or more years)	0

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	0	0	0	0	0	0	0	0	0	0
DL	0	0	0	0	0	0	0	0	0	0
ENL	40	0	9	1	0	0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL		
	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	0

* EP=English proficient student

**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 is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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Freestanding English as a New 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	7	6	3	2	5	3	0	0	0	0	0	0	0	0
Chinese	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Russian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Bengali	1	0	0	0	1	0	0	0	0	0	0	0	0	0
Urdu	0	1	0	0	0	0	0	0	0	0	0	0	0	0
Arabic	0	0	0	0	0	1	0	0	0	0	0	0	0	0
Haitian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Punjabi	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Polish	1	4	2	1	1	0	0	0	0	0	0	0	0	0
Albanian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other	1	0	1	0	0	0	0	0	0	0	0	0	0	0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)	3	0	0	0	1	3	0	0	0	0	0	0	0	0
Emerging (Low Intermediate)	3	2	2	0	1	0	0	0	0	0	0	0	0	0
Transitioning (High Intermediate)	4	3	3	0	1	0	0	0	0	0	0	0	0	0
Expanding (Advanced)	0	7	0	3	4	1	0	0	0	0	0	0	0	0
Commanding (Proficient)	0	2	0	2	3	1								0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total				0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total	0	2	0	4	6	1	0	0	0	0	0	0	0	0

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

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry Math _____				
Chemistry				
Earth Science				
Living Environment				
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography				
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
The tool PS 31 uses to assess the early literacy skills of our ELL students is the ECLAS-2. Analysis of kindergarten data shows a 24% gain over three years. The data shows that 65% of our kindergarten ELLs met all benchmarks in reading the winter of 2015. Of the students who did not meet their benchmarks, two areas of difficulty have been identified. Syllable Clapping and Rhyming Recognition are areas of weakness. ENL instruction will focus on these areas. Analysis of the most recent data for grades 1 – 2 shows that the majority of our learners make steady progress meeting their benchmarks. ELLs take a bit longer than their monolingual peers and benefit from our push-in ENL program which provides instruction tailored to their needs as they progress in developing the skills needed to meet their MOSL (Measure of Student Learning) benchmarks.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
Forty nine students were administered the NYSESLAT and/or NYSITELL in 2015. Fifteen (30.6%) of those tested scored at the Entering and Emerging levels, while twenty-six students (56%) scored at the Transitioning and Expanding levels. Eight students were proficient at the Commanding level which is 16.3%. The data reveals that the language proficiency level in kindergarten students are at the lower levels.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
We use the AMAO Tool to close the gaps for the ELL students. We met all of our AYP (Adequate Yearly Progress) targets. Last year 67.4% of our students made progress on the NYSESLAT. The target for this year is for 15.6% of ELLs to achieve a level of Commanding on the 2016 NYSESLAT. We use the AMAO Tool to group students and differentiate instruction in order to help move students to higher levels of achievement on the NYSESLAT.
- For each program, answer the following:
 - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - What is the school learning about ELLs from the periodic assessments? How is the home language used?

In 2015, eight ELLs achieved the Commanding level of proficiency on the NYSESLAT. In 2014, four ELLs achieved proficiency and in 2013, nine ELLs achieved proficiency. The grades these students were in when they became proficient are shown below:

Students Reaching NYSESLAT Proficiency

GRADE	2015	2014	2013
K	0	0	2
1	2	0	3
2	0	0	0
3	2	1	2
4	3	1	2
5	1	2	0
TOTAL	8	4	9

The highest concentration of students achieving proficiency are grades three to five. It should be stated that we had no ELLs in the 5th grade in 2013. It is worth noting that currently 9 of our ELL students in K-5 are students with disabilities.

In 2015, we had two students take exams in their home language in mathematics. The data from the ELL periodic assessments show that students areas of weakness areas are in reading and writing. The leadership, ESL and classroom teachers are using the data to inform instruction.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to *ELL Policy and Reference Guide, Support Services for ELLs (RTI and AIS)* section and *RtI Guide for Teachers of ELLs*.] As evidenced by our data, we have a wide range of ELL students on each of the ENL proficiency levels, including students who are at-risk for academic difficulties. We utilize the Rti Universal screening, degree of proficiency in English as well as taking into consideration the students' cultural and linguistic backgrounds † guide instruction for the ELL students in grades K-5. After the baseline Universal screening (to assess whether his/her literacy skills are meeting benchmark grade level competency) strong Tier 1 instruction is provided in the classroom. Intensive targeted intervention is provided to support ELLs who are not showing sufficient progress on the skills measured. Progress monitoring data is used to make decisions and action plans are created for student improvement.
6. How do you make sure that a student's new language development is considered in instructional decisions? Instruction for students acquiring their second language is scaffolded effectively by knowing the students' areas of strength and need through the stages of second language acquisition. Beginning with preproduction through advanced fluency, special attention is paid to our ELLs, and their teachers are well acquainted with their learning styles as well as their cultural background and family situations. Instruction is based on research based methods which take the stages of second language acquisition into consideration. There are high expectations for learning. These expectations are paired with carefully designed scaffolds and group activities designed to give students multiple opportunities to apply the language of content through multiple entry points.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the target language?
 - b. What is the level of language proficiency in the target language for EPs?
 - c. How are EPs performing on State and other assessments?

At this time, we do not offer Dual Language Program.
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs). We evaluate the success of our ENL program based on our students' progress in making gains in moving through the proficiency levels as measured by NYSESLAT, as well as our ELL students and F-ELL students achieving levels 3 & 4 in ELA, Mathematics, and Science. We have a rigorous core academic program, provide interventions and extra-curricular programs that support our ELL students with cognitive development, and academic skills so that they succeed in all subject areas. We check on their progress at regular intervals and add additional supports as needed.

Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K-12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of

communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.

The ELL Identification process includes the administration of the Home Language Identification Survey (HLIS), which includes an interview conducted by Nancy Pease (ENL Teacher) with the student and parent to determine the students' home language. Mrs. Pease is fluent in Spanish and American Sign Language. The determination of eligibility to take the NYSITELL and the administration of the NYSITELL and Spanish LAB to newly identified ELLs whose home language is Spanish. The process is conducted by our ENL teacher, Nancy Pease. At registration, a Home Language Survey (HLIS) in their native language is given to the parent/guardian who is registering a new student. If the family requires further assistance, an interpreter is provided utilizing staff with foreign language proficiency or the Translation and Interpretation Unit of the NYCDOE.

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

Once it is determined by the HLIS form that the student is not English dominant, the student is tested using the NYSITELL to determine ENL status. In addition, the Spanish Language Assessment Battery is administered to ELLs whose first language is Spanish during the 10 day testing window. Within 5 school days of ELL determination, we inform the parents of the results of the NYSITELL and ELL status using the NYCDOE standard parent notification letter in the parents' preferred language.

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

Within 30 school days from initial enrollment an initial SIFE determination is made. Determining SIFE status begins at the time of the completion of the HLIS when the parent is asked to indicate prior schooling. When there are indications within the ELL Identification process that a student has had an interruption or inconsistency in their formal schooling, then we continue the process if the student has been determined an ELL and is in grades 3-9 and is at the entering, emerging level of proficiency as indicated by the NYSITELL results. Then the oral interview questionnaire is administered. For those students who have a home language of Arabic, Bengali, Chinese, Haitian Creole, or Spanish, then we administer the Literacy Evaluation for Newcomer SIFE (LENS). Initial SIFE status must be indicated no later than 30 days from initial enrollment. As per CR Part 154, our school has up to one year to make a final determination of SIFE status. SIFE status is removed when the ELL student scores at the transitioning level or higher on the NYSESLAT.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).

When a student enters school with an IEP and a home language other than English, the Language Proficiency Team (LPT - Nancy Pease, ENL Teacher, Stacey Berger, Assistant Principal, Maria Puma, Teacher, Irene Papadopoulos, Teacher, Brea Inkle, Speech Teacher, and Diana Greene, School Counselor) determine the child's eligibility for the NYSITELL. If the LPT determines the NYSITELL should be administered, administration will proceed. If the LPT determines that the NYSITELL should not be administered, the determination then goes to the principal. If the principal agrees with the LPT (to not give the NYSITELL), a final decision is made by the superintendent (or designee).

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

Parents are the sole determinants of the ELL programs their children receive, initially and in subsequent years. Schools must notify parents of their child's eligibility for ELL services and provide information and program selection through parent orientations (in the parents' preferred languages). When a new ELL enrolls, schools must inform parents of the three instructional models available. The ENL Teacher provides parents of newly enrolled ELLs with a parent orientation where they can view the Parent Orientation video (which explains the three program options and is available in 13 languages). Attendance records, staff members present at the orientation, and languages used other than English are recorded and kept on file in students' permanent record and a copy in the ENL room. During the orientation, information is provided on standards, curriculum, and assessments. The parent orientation session also provides a high quality orientation section on the Common Core Learning Standards, assessments, and school expectations for English language learners, as well as the program goals and requirements for bilingual education and English as a new language programs. The orientation is given in the parents' preferred language or mode of communication. We contact the Translation and Interpretation Unit if they require an interpreter for any language that is not spoken by a qualified interpreter in the school. After parents are informed of all three program models at the parent orientation, we provide parents with a Parent Survey & Program Selection Form (in the parents' preferred language), where parents can indicate their program choice. The parent must return the completed and signed form within 5 school calendar days. If the parent does not return the form within 5 school calendar days, the student must be placed in a bilingual program if one exists at the school; otherwise, the student is placed in ENL. The Parent Survey & Program Selection Form is a formal record of the parent's preference of ELL program for their child, and is retained in the student's permanent

record and accessible for State or City audits and reviews. A copy of the completed Parent Survey & Program Selection Form can be provided to the parent upon request.

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).

Beginning in the 2015-16 school year, a student who has undergone the ELL Identification Process (as the result of first time entry or reentry) may go through the ELL Re-identification Process. The Re-identification Process allows schools, parents, and students who believe a student may have been misidentified as an ELL or non-ELL to request (within 45 school days of enrollment only) that the ELL Identification Process be administered a second time. The Re-identification Process may be utilized for students who

- Have a home language other than English, and
- Are ELLs and non-ELLs

The school/ENL teacher initiates a review of the ELL status determination upon receipt of a written request from any of the following:

- A student's parent or guardian
- A student's teacher (if the teacher's request includes written consent from the parent or guardian)
- A student of 18 years of age or older

The Re-identification Process must be completed within 10 school calendar days of receipt of written notice; however, if the CSE must be consulted, the process must be completed within 20 school calendar days.

The Re-identification Process consists of the following steps:

1. School receives written request to initiate the Re-identification Process (e.g., parent writes letter to principal).
2. School reviews all documents related to the initial or reentry identification process detailed above.
3. School reviews the student's work in English and in the home language.
4. School may administer the NYSITELL to the student if the original determination was that the student should not be administered the NYSITELL. Under no circumstances can the Re-identification Process include a second administration of the NYSITELL.
5. School consults with parent or guardian.
6. School conducts and reviews the results of a school-based assessment, administered by our qualified ENL Teacher as defined by CR Part 154-2.2(u)4, of the student's abilities in listening, speaking, reading and writing in English.
7. Appropriate staff consults with the Committee on Special Education (CSE) if the student is a student with a disability or is suspected of having a disability that may impact the ability to speak, read, write or listen in English.
8. Based on the recommendation of the qualified personnel, the school principal determines whether to change the ELL status or not. Written notification of the decision in the parent's preferred language must be sent to the parent or guardian (and the student if he/she is 18 years of age or older). If the recommendation is to not change the ELL status, no further actions are necessary; if the recommendation is to change the ELL status, the process continues.
9. Upon receipt of signed notification acknowledging the principal's recommendation to change the ELL status from the parent or guardian or student (if he/she is 18 years of age or older), the relevant documents and recommendation are sent to the superintendent (or designee) for review and final decision.
10. Written notification of the decision is sent from the superintendent to the principal, parent, guardian, and student (if he/she is 18 years of age or older) in the parent's preferred language within 10 school days of receipt of documentation from the principal. If the decision is to not change the ELL status, no further action is necessary. If the decision is to change the ELL status, the student's program must be modified accordingly.
11. All notifications and relevant documents must be kept in the student's cumulative folder.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

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

Program choices include: Transitional Bilingual Program (TBE), Dual Language Bilingual Program (DL), and Freestanding ESL Program. Utilizing qualified staff with foreign language proficiency and the Translation and Interpretation Unit of the NYCDOE, parents are informed that bilingual classes are formed when there are 15 or more students requesting TBE in two contiguous grades. Parents are given assistance in filling out their Parent Survey and Program Selection Forms. Students are placed in the program of their parents' choice within 5 school days of enrollment. Parent contact information is kept on file to facilitate advising

parents who have previously chosen TBE/DL programs if the program becomes available.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.
After parents are informed of all three program models at the parent orientation, we provide parents with a Parent Survey & Program Selection Form (in the parents' preferred language), where parents can indicate their program choice. The parent must return the completed and signed form within 5 school calendar days. If the parent does not return the form within 5 school calendar days, the student must be placed in a bilingual program if one exists at the school; otherwise, the student is placed in ENL. Checklists have been developed to ensure that all parents are invited to the parent orientation. Phone calls are made to remind them. If parents do not attend, the ENL Teacher diligently follows up until all of the surveys have been returned and/or documents all attempts made. Documentation for all attempts made are filed in the ENL room.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
After parents are informed of all three program models at the parent orientation, we provide parents with a Parent Survey & Program Selection Form (in the parents' preferred language), where parents can indicate their program choice. The parent must return the completed and signed form within 18 school calendar days. If the parent does not return the form within 18 school calendar days, the student must be placed in a bilingual program if one exists at the school; otherwise, the student is placed in ENL. Checklists have been developed to ensure that all parents are invited to the parent orientation. Phone calls are made to remind them. If parents do not attend, the ENL Teacher diligently follows up until all of the surveys have been returned and/or documents all attempts made. Documentation for all attempts made are filed in the ENL room. New documentation includes a Program Placement Default Letter describing which program the student was placed in based on the number of parents requesting TBE/DL programs.
9. Describe how your school ensures that placement parent notification letters are distributed.
The ESL teacher ensures that entitlement letters are distributed. Flyers are sent home and phone calls are made to student homes to encourage parent/guardian attendance at Parent Orientation Sessions. Informal sessions are carried out at the parent/guardian's convenience to ensure the timely return of Parent Survey and Program Selection forms. The Entitlement Letter, invitation, and Parent Orientation Session are provided in their native language as needed. Original surveys and forms are filed in each student's cumulative record files. Copies are stored in the ESL Room and follow students from year to year until they exit the program.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
Original surveys and forms are filed in each student's cumulative record files. Copies are stored in the ESL Room and follow students from year to year until they exit the program.
11. 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 New York State English as a Second Language Achievement Test (NYSESLAT) is used to measure progress and proficiency in English language development. Progress is assessed in the modalities of Speaking, Listening, Reading and Writing. The ESL Teacher is responsible for the preparation for, administration, and scoring of the NYSESLAT. She receives support and assistance from the testing coordinator, assistant principal and principal to ensure that all state mandates are met. Students are evaluated annually in the spring to determine their continued entitlement or "exit" from entitlement. ATS reports (such as the RLAT) are generated in order to ensure that all eligible students are appropriately tested. Schedules and checklists are developed in order to ensure that students are given the correct accommodations according to their IEP.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
After NYSESLAT results are analyzed, the ENL Teacher distributes continued entitlement letters to students who are still entitled to ENL services. Students achieving proficiency are afforded transitional support.
13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).
In September, 2015, twenty families enrolled students for the first time in an English language school. Five languages were represented. Last year, (2014) eight families enrolled students for the first time in an English language school. Five languages were represented. All eight families chose ESL for their children. Two years ago (2013) sixteen families enrolled students for the first time in an English language school. Four languages were represented. All sixteen families chose ESL for their English Language Learners. The trend in program choice is overwhelmingly for ENL Freestanding. Program models offered at our school are aligned with parent requests.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (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]).
 - a. Freestanding ENL program.

In order to meet the linguistic needs of our ELLs as well as comply with parental choice and CR Part 154, PS 31 provides push-in and integrated services. We utilize the push in model because it is the most effective model for allowing students to receive language support while learning the core curriculum. This allows for effective implementation of the CCLS using multiple entry points. Groups are formed based on data culled from various sources including ECLAS results, NYSESLAT results, Periodic Assessments, school and classroom tests as well as teacher observation.
 - b. TBE program. *If applicable.*

Paste response to questions here:
 - c. DL program. *If applicable.*

Paste response to questions here:
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

Students performing at the Entering level receive 360 minutes of ENL instruction which includes 180 minutes of Standalone ENL and 180 minutes of integrated ENL/ELA instruction by a certified ESL Teacher as per CR Part 154. Students at the Emerging level receive 360 minutes of ENL instruction which includes 90 minutes of Standalone ENL, 180 minutes of integrated ENL/ELA by a certified ESL Teacher. Transitioning students receive 180 minutes of ENL instruction total which includes 90 minutes of integrated ENL/ELA by a certified ESL Teacher. Expanding students receive 180 minutes of ENL instruction using the integrated ENL/ELA model by a certified ESL Teacher. Commanding students receive 90 minutes of integrated ENL/ELA or other content area by a certified ESL Teacher.
3. Describe how core content is delivered in each program model. 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.

Our ELL students' instruction is based on the same rigorous curriculum as our native English speaking students. However, we include many supports to prepare ELL students and to foster language development, solve problems and meet the challenges presented by the Common Core Learning Standards (CCLS). Our reading lessons involve multiple entry points to help ELLs meet the Common Core Learning Standards. During each reading lesson vocabulary is taught, multiple reads and close reading of complex text is focused on. This careful and purposeful reading and rereading of a passage, where students really focus on what the author had to say; what the author's purpose was, what the words mean, and what the structure of the text tells. The teacher models focusing on words, ideas, structure, flow, and purpose of the text in a way that readies ELLs to answer more complex questions and compare these ideas with what they already know. Additional examples include writing a text based written response daily. Students are required to cite text evidence to justify their thinking. Students are provided a rubric to assess their response. We utilize Go Math, which is aligned with the CCLS. Teachers scaffold academic language to support students' participation in content areas. A rich repertoire of scaffolds is used to support students' understanding of the main academic content through multiple entry points. CCLS discussion techniques are employed to support the development of academic language. Research-based ESL strategies are utilized to foster vocabulary development. Resources and materials include a wide range of print, visual and technological resources to enhance English proficiency. Language functions and structures are taught within the context of the lessons.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

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

We ensure that ELLs are appropriately evaluated in all four modalities of English acquisition by utilizing the ELL Periodic Assessments for grades 3-5. A baseline assessment is administered in October, and a benchmark assessment is administered in March. In the lower grades, a variety of diagnostic formal assessments are used including MOSLs (Measures of Student Learning) which are administered in the beginning of the year and at the end of the year. Additional resources include the Lexia Quick

Reading Test, Wilson Individual Reading Assessment, Sight Word Assessments, the use of rubrics, portfolios and end of unit assessments. ELA Periodic Assessments are common core aligned and are administered as a baseline in October, and as benchmarks in March and May in grades 3-5. NYSESLAT rubrics are used to assess student performance on teacher-created tasks in Speaking and Listening. Formative assessments are also used to track progress in the four modalities with ELLs in all grades. These are informal and include teacher observation, for example, the ability of following increasingly complicated directions. She also observes the students's growth in student-to-student communication. This is characterized by sharing out with increased use of summarizing, using details, and the ability to show evidence and depth of knowledge. Checklists and consultation with classroom teachers also aid in assessing students on an ongoing basis.

6. How do you differentiate instruction for each of the following ELL subgroups?

- a. SIFE
- b. Newcomer
- c. Developing
- d. Long Term
- e. Former ELLs up to two years after exiting ELL status
 - a. At this time, we have no students who meet the criteria for SIFE designation. Should we receive any new admits that meet this criteria, we would provide extra support as an extension of the regular school program for SIFE students. SIFE students would come to our after school program two days a week and work with the ESL teacher on skills tailored to their unique and individual needs. The ESL teacher would work with the classroom and content area teachers as a team to develop student goals and review progress on a regular basis.

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

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

c. Home School Connection

c. We have one student who has been receiving ESL services for 4 years.

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

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

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

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

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

e.

For at least two years following the school year in which a student is exited from ELL status, former ELLs receive at least one half of one unit of study of English as a new language (90 minutes per week) and are eligible for certain specified testing accommodations; time and a half on all standardized assessments.

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section.

The Re-identification Process allows schools, parents, and students who believe a student may have been misidentified as an ELL or non-ELL to request (within 45 school days of enrollment only) that the ELL Identification Process be administered a second time.

The Re-identification Process may be utilized for students who

- Have a home language other than English, and
- Are ELLs and non-ELLs

The school must initiate a review of the ELL status determination upon receipt of a written request from any of the following:

- A student's parent or guardian
- A student's teacher (if the teacher's request includes written consent from the parent or guardian)
- A student of 18 years of age or older

The Re-identification Process must be completed within 10 school calendar days of receipt of written notice; however, if the CSE must be consulted, the process must be completed within 20 school calendar days.

The Re-Helpful Hints: Re-Identification of ELL Status Process

- Schools should establish protocols and assign qualified and trained staff to manage both the initial and Re-identification Process.
- If a student's ELL status is determined to be a non-ELL as a result of the Re-identification Process, the student will not be counted as an ELL for statistical or reporting needs. Additionally, the student will be considered a "never" ELL and is not entitled to ELL testing accommodations or to be reviewed under ELL promotion policy. The student will not need to take the NYSESLAT.

Re-identification Process consists of the following steps:

1. School receives written request to initiate the Re-identification Process (e.g., parent writes letter to principal).
2. School reviews all documents related to the initial or reentry identification process detailed above.
3. School reviews the student's work in English and in the home language.
4. School may administer the NYSITELL to the student if the original determination was that the student should not be administered the NYSITELL. Under no circumstances can the Re-identification Process include a second administration of the NYSITELL.
5. School consults with parent or guardian.
6. School conducts and reviews the results of a school-based assessment, administered by qualified personnel as defined by CR Part 154-2.2(u)4, of the student's abilities in listening, speaking, reading and writing in English.
7. Appropriate staff consults with the Committee on Special Education (CSE) if the student is a student with a disability or is suspected of having a disability that may impact the ability to speak, read, write or listen in English.
8. Based on the recommendation of the qualified personnel, the school principal determines whether to change the ELL status or not. Written notification of the decision in the parent's preferred language must be sent to the parent or guardian (and the student if he/she is 18 years of age or older). If the recommendation is to not change the ELL status, no further actions are necessary; if the recommendation is to change the ELL status, the process continues.
9. Upon receipt of signed notification acknowledging the principal's recommendation to change the ELL status from the parent or guardian or student (if he/she is 18 years of age or older), the relevant documents and recommendation are sent to the superintendent (or designee) for review and final decision.
10. Written notification of the decision is sent from the superintendent to the principal, parent, guardian, and student (if he/she is 18 years of age or older) in the parent's preferred language within 10 school days of receipt of documentation from the principal. If the decision is to not change the ELL status, no further action is necessary. If the decision is to change the ELL status, the student's program must be modified accordingly.
11. All notifications and relevant documents must be kept in the student's cumulative folder.

8. 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?

A wide variety of instructional strategies are used including small group task oriented instruction, digital resources, as well as a wide range of scaffolds. Materials include an ESL Lending Library which has native language texts available in addition to a wide range of classroom texts, Ipads, computers, LeapPads, tape recorders, CD players, Califones, electronic bilingual and monolingual talking dictionaries.

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

At present, we have 9 students with special needs who are receiving ESL services. ESL instruction is geared to provide support for these learners in accordance with needs identified in their Individualized Educational Plans. The ESL teacher consults with

Chart

classroom teachers as well as other service providers in order to effectively utilize multiple entry points in the least restrictive environment. The diverse needs of our ELLs who have disabilities are met through push-in model. Students are grouped by their level of proficiency according to data culled from school-wide assessment results, NYSESLAT results, Periodic Assessments, school and teacher assessments. Evidence of student progress is provided by ongoing assessment. Assessments may indicate a need for mid-course changes. Students strengths and weaknesses in listening, speaking, reading and writing are analyzed to determine curriculum, plan instruction and scheduling. In addition, the ESL teacher is familiar with each particular students' needs via IEP and all services are provided according to the IEP mandates. Progress is monitored and

discussed between the ESL teacher, IEP teacher and other providers.

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(u) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student's language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



*Note "other approved services" does not apply to New York City at this time.

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.



*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.

Home Language Usage/Support	Transitional Bilingual Education (TBE)				
	100%				
75%					
50%					
25%					
Dual Language					
100%					
75%					
50%					
25%					
Freestanding ENL					
100%					
75%					
50%					
25%					
TIME	ENTERING	EMERGING	TRANSITIONING	EXPANDING	COMMANDING

A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). 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. Intervention programs target ELLs in ELA, math and other content areas who achieve a level 1 and a low level 2 on assessments such as baseline MOSLs, NYS ELA, NYS Math, NYS Science, and classroom assessments in Social Studies. Services are offered in English and include a variety of programs and strategies including Foundations Reading, Close Reading with purpose strategies before, during and after reading in ELA. In Math, explicit and systematic instruction is paired with the use of representation techniques in strategic AIS groupings in the classroom. Academic and content vocabulary is targeted in science and social studies. Intervention programs for ELLs in ELA, Math, Science and Social Studies:
- Targeted small group push-in intervention from content area and/or ESL teacher.
 - Extended day/after school program and for intensive instruction targeting areas of need.
 - Monitoring the progress of students in areas of need to develop action plans and provide multiple entry points.
 - Learning Resources (In School and At Home): Lexia, onemorestory.com, Word Q, LeapPads, Bilingual electronic dictionaries, books on tape, Max Scholar
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- With the implementation of the CCLS our ELLs' instruction is scaffolded using multiple entry points tailored to their needs. In our current program, we have found that the areas of reading and writing are the weakest. Seven ELLs were tested in ELA last spring in grades 3 – 5. All of the students received a level on or 2 in ELA. Support is given in the acquisition of academic and content vocabulary using Graphic Organizers/Thinking Maps and Close Reading Strategies. Speaking skills are emphasized through modelling and supporting academic conversations around rigorous complex texts.
- Ten ELLs took the State Math Exam last spring. Four students received a level 2 and the remaining scored a level 1. Extra support is given in the classroom.
12. What new programs or improvements will be considered for the upcoming school year?
- Our future plans for our ENL program will be based on the needs of our ELL students and will be modified accordingly. Being that we have a large population in grades K-2, we plan on utilizing ESL methodologies and language support in our instructional program to support language acquisition and academic growth. We will utilize our funding to purchase additional learning resources such as Wilson Reading/Fundations materials and Lexia software to accommodate a larger population of younger students.
13. What programs/services for ELLs will be discontinued and why?
- PS 31 will not be discontinuing programs/services for ELLs. We will continue to support them through any program that is chosen by parents.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- Our ELL population also has full access to all after-school and supplementary programs including the Extended Day Program, Saturday Academy and Enrichment Programs. Our enrichment programs include Cookshop, Ballroom Dance, Legal Lives, Studio in a School, and the 92nd Street Y Musical Introduction Series.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
- Instructional materials include the ReadyGen program and varied trade books, books on tape, picture and photo files, Getting Ready for the New NYSESLAT, (Attanasio & Assoc.) as well as Continental Press's Empire State NYSESLAT. Students are supported using technology which includes software and online learning including Lexia Learning. Students are also provided with Ipads, computers, LeapPads, tape recorders, and electronic bilingual dictionaries for use at home and in school.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
- Books in many of the students' native languages are available to support instruction as well as for use at home. The use of electronic bilingual dictionaries and LeapPads support the transfer of native language learning to English. Native language is also supported through our ESL Lending Library.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
- The ELL services correspond to students' ages and grade levels. ELL students are grouped by age/grade level, then proficiency level and serviced for the appropriate amount of minutes per week.
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).

Students and their families who register before the beginning of the school year are given handouts and materials in their native language to familiarize themselves with the school, grade level standards and programs offered, such as the Early Morning Program. Students and families will be offered a tour of the school whenever possible. Students and their families will be introduced to the ESL teacher during the interview process as well as when school begins. Our school follows the same procedure for families who enroll when the school year is in progress. All families of eligible students will receive an invitation to a Parent Orientation Session.

19. What language electives are offered to ELLs?

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

20. For schools with dual language programs:

- a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
- b. In which language(s) is each core content area taught?
- c. How is each language separated for instruction?
- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

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

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)

„ As a true community of learners we value continual learning, refinement of our teaching skills, and expanding our knowledge base with the latest research. Our school provides professional development to all teachers, paraprofessionals and administrators that specifically addresses the needs of English language learners. A minimum of fifteen percent of the required professional development hours for all teachers prescribed by CR Part 80 must be dedicated to language acquisition, including a focus on best practices for co-teaching strategies and integrating language and content instruction for English language learners. For our English as a New Language teacher, a minimum of fifty percent of the required professional development hours must be dedicated to language acquisition in alignment with core content area instruction, including a focus on best practices for co-teaching strategies and integrating language and content instruction for English language learners. Teachers meet regularly during common planning, vertical and inquiry meetings to analyze student work, develop next steps and adjust curriculum to ultimately increase student performance. Lead teachers model outstanding lessons and strategies. Professional development is offered in-house as well as inter-school visitations and district workshops. Professional development is based on teachers' needs and interests as well as on topics such as the use of Co-Teaching Models, Multiple Entry Points, Analyzing Data/Looking at Student Work Using the ATLAS protocol, Reciprocal Teaching, Deepening Student Discussions, Formative Assessment, Student Discourse in Math, and Scaffolding Instruction for English Language Learners. Our ENL teacher is also sent to workshops given outside of our school by District 14 and the Division of English Language Learners. Calendars are available at <http://schools.nyc.gov/Academics/ELL/EducatorResources/Professional+Development.htm>. Topics include Thinking Maps, Scaffolding Instruction for ELLs within ReadyGen and content area units, The ELL Identification Process, and English Language Learners with Special Needs; What You Need to Know. At the school level, the ENL teacher will turn-key professional development during (Monday) Professional Development sessions on an ongoing basis, including November 3, 2015. In addition, consultants are hired to provide professional learning.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?

Teachers of ELLs are included in the professional development. ELLs take part in the same CCLS curriculum with scaffolding and supports. Teachers receive professional development in Scaffolding Instruction for ELLs, Accountable Talk, Close Reading and Text Complexity. They receive professional development that is aligned to the CCLS and the shift in Reading and Math instruction. Our ENL teacher attends District 14 and OELL professional development sessions. Topics include Thinking Maps, Scaffolding Instruction for ELLs within ReadyGen and content area units, The ELL Identification Process, and English Language Learners with Special Needs; What You Need to Know.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

Our guidance counselor works with our ELLs as they transition to middle school. She assists them by providing information on middle schools that have comprehensive programs for ELLs.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.

Our school provides professional development to all teachers, paraprofessionals and administrators that specifically addresses the needs of English language learners. A minimum of fifteen percent of the required professional development hours for all teachers prescribed by CR Part 80 must be dedicated to language acquisition, including a focus on best practices for co-teaching strategies and integrating language and content instruction for English language learners. For English as a new language teachers, a minimum of fifty percent of the required professional development hours must be dedicated to language acquisition in alignment with core content area instruction, including a focus on best practices for co-teaching strategies and integrating language and content instruction for English language learners. Professional development is based on teachers' needs and interests as well as on topics such as the use of Co-Teaching Models, Multiple Entry Points, Analyzing Data/Looking at Student Work, and Scaffolding Instruction for English Language Learners. Our ENL teacher is also sent to workshops given outside of our school by District 14 and the Division of English Language Learners. Topics include Thinking Maps, Scaffolding Instruction for ELLs within ReadyGen and content area units, The ELL Identification Process, and English Language Learners with Special Needs; What You Need to Know. Professional development is provided by school staff. The focus of our professional development program is based on improving the literacy needs of our ELL population and aligning instruction to CCSS. The main thrust of our focus is on Co-Teaching Models, Multiple Entry Points, Close Reading, Text Complexity, Developing Academic Vocabulary and Scaffolding Instruction for English Language Learners. Professional development is also given on the use of technology – Lexia, LeapPad, utilizing the ELL component of ReadyGen to scaffold instruction.

Professional development will be geared for all personnel who work directly with ELLs, including the assistant principal, classroom teachers, cluster teachers, paraprofessionals and guidance counselors. Also included will be support staff: occupational therapists,

speech therapists, secretaries and the parent coordinator. Topics will include Second Language Acquisition, Descriptions of Proficiency Levels, Scaffolding Strategies, ESL Methodologies and The Bilingual Home. Records will be kept utilizing meeting agendas and attendance sheets.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

Our ENL Teacher, Nancy Pease, meets with the parents or guardians of English language learners at least once a year, in addition to parent-teacher conferences, initial parent orientations, quarterly progress meetings or other scheduled meetings provided for parents or guardians, to discuss the goals of the program, their child's language development progress, their child's English language proficiency assessment results, and language development needs in all content areas. This additional meeting includes the classroom teacher, the ENL teacher and any other service provides necessary to sufficiently inform the parents or guardians about their child's language development in all content areas in English. This meeting is conducted with a qualified interpreter/translator in the language or mode of communication the parent or guardian best understands. These meeting take place during parent engagement time on Tuesday afternoons. Staff members who speak Spanish and Polish are on-hand. For other languages we call the DOE Translation Unit as needed.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.

Attendance for individual meetings with families of ELLs is recorded using a sign in sheet. In addition, the ENL Teacher keeps a parent contact log summarizing phone calls and meetings. Phone calls, letters, email, and flyers are sent home.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. PS 31 has an active Parent-Teacher Association (PTA) who support our school. Our parent co-ordinator plays an integral role in fostering parental involvement. At regularly attended PTA meetings various issues concerning the school and the community are discussed. Activities include a fall festival, holiday show, fifth grade trip to Adventureland, and spring festival. We provide translation services for parents who do not speak English during our PTA meetings. Parents of ELLs are encouraged to volunteer and get involved in these activities. All parents, including parents of ELLs, are encouraged to be a guest for Fabulous Fridays to share an interest, skill, or talent with their child's class. All parents, including parents of ENL students are integral members of our school community at PS 31. Together, parents and staff work together to provide the best possible education for our students. We support a climate that values and supports parents, welcoming them to our school. Parents are informed of all school events by newsletters, notices, conferences and phone calls. Additionally, the school maintains a website (content on website can be translated into 60 languages), which gives parents access to details regarding what events are going on in the school. Parents are kept up to date on their child's progress by their classroom and ESL teachers. Parents are provided with report cards and encouraged to communicate with their child's teacher and attend Parent-Teacher Conferences. These conferences provide open and honest communication about student progress. We provide translation services by a qualified interpreter for parents who do not speak English during conferences. The teacher provides ways in which parents can assist students at home in areas of difficulty. It is with the encouragement and support of the parents that we often see improved student performance.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? Our school, Parent Coordinator, and support staff partners with other Community Based Organizations to provide workshops to parents including parents of ELL students. These organizations provide outreach to our ELL parents to ensure they have access to healthcare, and family support, such as the Puerto Rican Family Institute. Guest speakers are invited to inform parents on various issues such as healthcare, nutrition, physical fitness, literacy, current events and areas of interest to the parents. They also discuss what is going on in the school and have the opportunity to voice their concerns. Monthly parent workshops are offered on various topics including: Homework Helpers, Standardized Testing, and CPR. Cookshop is a nutrition education program which offers workshops both in and outside our school. Our Studio in a School Program also offers workshops for our parents. We have designated days during the month for parent and children to browse and shop at the school bookstore. A lending library is available to parents to encourage parents to read to their children and children to read to their parents.
5. How do you evaluate the needs of the parents? We evaluate the needs of our parents by using the Learning Environment Surveys, and listening to their concerns at PTA meetings. Parents are welcome to email their concerns through the school's website. We carefully review the NYCDOE Learning Environment Survey filled out by our parents to find areas in which we can improve. We also utilize in-house surveys as well. PS 31 offers support in educating parents about their child's needs and seeking help where they may need it. With the help of the parent coordinator, we assist parents with access to parent education programs and parenting resources in the community. Parents support our school by being involved in their child's education, volunteering to share their expertise and/or talents with the staff and students, participating in school activities and events, as well as assist with our fundraisers and accompanying classes on trips.
6. How do your parental involvement activities address the needs of the parents?

Our feedback and Learning Environment Survey results on parental involvement activities have shown that our activities do address the needs of the parents. Our parent coordinator plays an integral role in helping parents fill out and return the

survey. She arranges translation wherever necessary. Our parents are involved in school events, PTA meetings, conferences and workshops. The attendance is high at our meetings and workshops. Our parents want to be involved and give back to the school as well. Our annual "Potluck Dinner" is always a big success. Families, including families of ELLs, bring home-cooked dishes to school to share with students teachers and staff. PS 31 holds an annual Spring Festival where families of English Language Learners were welcome to enjoy carnival games and Arts and Crafts on our playground. Parents share their expertise by performing for our students, sit on fundraising committees as well as share with their child's class. Parents of English Language Learners are welcome to participate in 'Fabulous Fridays' and come to share something special about their career or culture with their child's class. Our close relationship with our parents keeps the communication open and their needs addressed.

D. Additional Information

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

Paste response here:

School Name: **Samuel F. Dupont**

School DBN: **14K031**

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Mary Scarlato	Principal		10/28/15
Stacey Berger	Assistant Principal		10/28/15
Joanne Switalski	Parent Coordinator		10/28/15
Nancy Pease	ENL/Bilingual Teacher		10/28/15
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	School Counselor		
	Superintendent		
	Borough Field Support Center Staff Member _____		
	Other _____		
	Other _____		
	Other _____		

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **14K031** School Name: **P.S. 31 Samuel F. Dupont Elementary**
Superintendent: **Alicja Winicki**

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training (www.learnndoe.org/tiu/lac) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

New incoming students are interviewed at registration so that accurate language information can be collected. Individualized language information on students is included on yearly updated blue Emergency cards as well as on Student Cumulative records. We also conduct an assesment of written and oral translation needs by surveying our staff members and school community. These surveys include input from teachers, administrators, paraprofessionals, secretaries, school aides, parent coordinator and members of the PTA. Our PTA discusses written/oral translation and interpretation services during PTA meetings. Our findings are also presented during School Leadership Team meetings. Findings suggest that we need Spanish and Polish language written translation of correspondence home, including parent handbook, After-School Programs, Parent Workshops, and Testing Calendars, as well as our school website at www.ps31brooklyn.com has 65 different languages available for translation. Our findings also suggest that we need oral translation services during our four Parent Teacher conferences, ENL Orientations, and Parent Workshops.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

Parents' preferred languages for both written and oral communication include the following: English, Spanish, Polish, Bengali, Urdu, Japanese and Italian.

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

Annual Handbook -- once a year
Discipline Code -- once a year
Newsletters -- monthly
Calendars -- monthly
Parent Teacher Conference Announcements -- 4 times per year (September, November, March and May)
New York Testing Dates
After-School Program Information
Letter from School Leadership -- periodically throughout the year

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

Our school hosts four Parent Teacher Conferences throughout the year. These include the following

1. Curriculum Night -- September 17, 2015
2. Parent Teacher Conferences -- November 4-5, 2015
3. Parent-Teacher Conferences -- March 2-3, 2016
4. Curriculum Night -- May 12, 2016

Face-to-face meetings with parents also include IEP Triennials and Annuals, and ELL Orientation. When we schedule meetings, we ask parents beforehand about their language needs and provide translation services using bilingual school staff members whenever possible. If we have no staff members available with a specific language proficiency, we utilize the Translation & Interpretation Unit of the DOE.

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

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

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

In order to meet our oral translation/interpretation needs and to increase parent participation in school activities, we will utilize our school aides who speak Spanish and Polish to translate during Parent Teacher Conferences, Parent Tours, and extra-curricular parent involvement activities. Staff members who speak Spanish include Nancy Pease, Zaida Feliciano, Nancy Cheveres, Karina Mercado, Denise Mendoza, and Janet Zukowski. Our Polish speaking staff members include Janet Zukowski, Ms. Drapala, Kris Tapper and Lisa Derwin. Teachers will also be given the phone number to the Translation Unit to call during Parent Teacher Conferences, should they need to have translation in languages other than English, Spanish, and Polish.

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

Professional Development (with appropriate reference materials) language ID guide, memos, and emails will help ensure that all staff members are aware of how to use translation services and over-the-phone interpretation services. We ensure that all teachers and staff receive a copy of the "I speak..." card which includes the phone number for over-the-phone interpretation.

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

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

1. Post a sign in each of the covered languages in our main office specifying that written notification can be obtained from the main office. We will instruct parents of their rights and how to obtain such services.
2. Address language interpretation procedures in the school safety plan.

3. Notify parents that further information can be obtained on the DOE website at www.schools.nyc.gov.
4. Consider scheduling a focus group of parents representing all cultures of our student body in order to gather feedback and best practices for disseminating vital information as well as encouraging participation in their children's education.

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

We will be monitoring our effectiveness in the quality and availability of services through parent surveys, face-to-face interactions, parent workshops, as well as through PTA meetings. Feedback and results will be evaluated at School Leadership Team meetings to ensure that all ELL parents' needs are being met.