

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

26Q031

School Name:

P.S. 031 BAYSIDE

Principal:

TERRI GRAYBOW

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: The Bayside School School Number (DBN): 26Q031
Grades Served: Pre-Kindergarten-5
School Address: 211-45 46th Road, Bayside, NY 11361
Phone Number: 718-423-8289 Fax: 718-746-3619
School Contact Person: Terri Graybow Email Address: tgraybow@schools.nyc.gov
Principal: Terri Graybow
UFT Chapter Leader: Behajah Patterson
Parents' Association President: Marjorie Chavannes
SLT Chairperson: Kevin Revell
Title I Parent Representative (or
Parent Advisory Council
Chairperson): N/A
Student Representative(s): N/A

District Information

District: 26 Superintendent: Danielle Giunta
Superintendent's Office Address: 61-15 Oceania Street, Bayside NY 11364
Superintendent's Email Address: Dgiunta4@schools.nyc.gov
Phone Number: 718-631-6943 Fax: 718-631-6996

Borough Field Support Center (BFSC)

BFSC: Queens North Director: Lawrence Pendergast
28-11 Queens Plaza North
Director's Office Address: Queens, NY 11101
Director's Email Address: lpender@schools.nyc.gov
Phone Number: 718-391-8222 Fax: 718-391-8320

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)
Terri Graybow	*Principal or Designee	
Behajah Patterson	*UFT Chapter Leader or Designee	
Christine Hooper	*PA/PTA President or Designated Co-President	
Linda Grappone	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	
Kevin Revell	Member/ UFT	
Laura Rice	Member/ UFT	
David Wong	Member/ Parent	
Marjorie Chavannes	Member/ Parent	
Tasha Cheeks	Member/ Parent	
Susan Simon	Member/ Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
	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.

The mission of PS 31 is to provide our children with an exemplary educational program in a safe, nurturing and stimulating environment. We strive to equip each child with experiences that connect classroom learning to real life. Our dedicated staff and involved parents are committed to excellence and are instrumental in educating the whole child. Together, we can make a difference in developing self-confident, life-long learners who will be productive citizens in a technological and culturally diverse world.

Our teachers are grounded in the ideology that all children can learn when engaged in meaningful activities that are aligned to meet them at multiple entry points. PS 31's curriculum is aligned to the NYS Common Core Learning Standards which provides a foundation for children to learn critical thinking skills to prepare them for College and Careers. School-wide programs such as Independent Investigation Method, Book of the Month, Thinking Maps and technologically based programs such as i-Ready and Lightsail provide school-wide cohesion to meet the Instructional Shifts and NYS Common Core Learning Standards. Our reading, and math programs are aligned to the Common Core Learning Standards. We use EnVision math 2016 Version, ReadyGen Reading and Teachers College Writing programs to support student learning and provide academic rigor.

We take pride in our arts program which includes a full-time visual arts teacher, full time music teacher, instrumental music and a ballroom dance residency. The arts foster student creativity, self-confidence and self-expression. Students are given the opportunity to perform throughout the year in plays, concerts and recitals.

Students are honored monthly at well-attended PTA meetings for Student of the Month, Citizen of the Month and Most Improved. Children are provided with the opportunity to reach outside academic performance to be recognized.

We have many systems in place to ensure that staff, students and families are heard which include:

- School website PS 31Q.com
- Newsletters to families
- Weekly calendars from principal emailed to all families
- PTA Email Address
- Telephone Messaging System
- Texting System

PS 31 maintains NYSED Reward status and has been recognized for closing the achievement gap. We received a well-developed status on our 2013-2014 Quality Review. We are a Gold Star School in our partnership with the Anti-Defamation League's No Place for Hate program.

To ensure that English Language Learners and students with disabilities are reaching their highest potential teachers plan collaboratively with service providers to include lessons that meet students at multiple entry points. NYS Common Core Learning Standards are infused into every lesson through careful curriculum mapping and unit plans. Teachers use a common online planning tool in order to provide access to their lessons to their peers. Students are offered opportunities for additional support before and after school.

Our current challenge is that although we exceeded the city average on the ELA of 30% we were below the district of 59%. Our goal is provide rigorous reading and writing instruction to support students in achieving levels 3 and 4 therefore increasing our percentage of 49% by at least 5% to help close the gap to the district average.

We have implemented structures to provide teachers with opportunities to plan together as we realize that planning is the foundation for a rigorous learning environment. Staff band together in horizontal and vertical teams to work collaboratively to plan for high quality instruction.

Yearly-June planning block - Teachers review current data which includes formative and summative assessments (teacher created pre-and post test spread sheets, student work, unit tests and conference notes) to revise our unit plans for the coming school year.

Weekly - Schedules are created to allow teachers grade-level weekly blocks of time to work together using an inquiry model to study student work, strategize together, make revisions to teaching methods and reflect on teaching practice.

An analysis of our data shows that Former English Language Learners and Students with Disabilities are not making adequate progress in comparison to other student populations in our school. In order to address this we are deepening our work this year in the following ways:

- CCLS aligned rubrics throughout the grades
- Vertical Instructional team
- Planning for individual students
- Professional development around ELL's and SWD's
- Transference of skills and strategies in and outside the mainstream classrooms
- Further implementation of instructional shifts

Professional Development in support of our goals has been provided in:

- Bloom's Taxonomy
- DOK
- English as a Second Language Practices
- Differentiation
- Rotational Reading
- Multiple Entry Points

To date we have seen the following evidence of improvement:

- Engaging CCLS aligned instruction for all populations
- Implementation of common tracking system in all classrooms
- Implementation of immediate student feedback
- Planning for differentiated small group instruction

26Q031 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	559	SIG Recipient
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
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
School Composition (2013-14)				
% Title I Population	0.6%	% Attendance Rate		95.5%
% Free Lunch	49.6%	% Reduced Lunch		9.0%
% Limited English Proficient	13.6%	% Students with Disabilities		12.6%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	N/A	% Black or African American		8.8%
% Hispanic or Latino	20.8%	% Asian or Native Hawaiian/Pacific Islander		56.1%
% White	14.1%	% Multi-Racial		0.2%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	11.19	# 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)		6.3%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.2%	Average Teacher Absences (2013-14)		9.85
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	49.4%	Mathematics Performance at levels 3 & 4		75.1%
Science Performance at levels 3 & 4 (4th Grade)	94.7%	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		YES
White	YES	Multi-Racial		N/A
Students with Disabilities	N/A	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		YES
White	YES	Multi-Racial		N/A
Students with Disabilities	N/A	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		YES
White	N/A	Multi-Racial		YES
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.

According to our most recent Quality Review report, engaging, rigorous, and coherent curricula in all subject areas is accessible for a variety of learners and aligned to the Common Core Learning Standards. Assessments are aligned to curricula, and use of on-going assessments and grading practices are used to analyze information on student learning outcomes and provide feedback for instructional decisions at the team and classroom levels.

However, according to the Quality Review Report teachers were not always working from a coherent set of beliefs about how students learn best as is informed by the Danielson Framework for Teaching and the Instructional Shifts.

- Teachers will be provided with professional development in Danielson Framework to form a coherent set of beliefs about how students learn best
- Teachers will review the instructional shifts in reading and math and work to implement those shifts in all grades
- Mentors will be provided for new teachers to assist in providing training in Danielson work
- Teacher teams will meet weekly to norm rubrics and analyze student work
- administrators will provide time for intervisitation

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 2015 100 % students will show an increase in proficiency of 10% on MOSL Assessments in ELA and Math based on focused professional development that supports a closer alignment to the Danielson Framework for Teaching and the Instructional Shifts.

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) <i>Who will be targeted?</i></p> <p>Instructional programs will include, Wilson, Foundations, Teachers College, Fountas and Pinnell Running Records, Envision Math.</p>	<p>Timeline <i>What is the start and end date?</i></p> <p><i>September thru June</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p> <p><i>Administrators, ESL teachers, SETSS and Special education teachers and main stream classroom teachers</i></p>
<ul style="list-style-type: none"> • Create a Professional Learning Committee • Develop a Professional Learning Calendar • Provide Professional Learning Opportunities • Review/Revise Professional Learning Calendar 	<p>Teachers</p> <p>Para-professionals</p>	<p>Ongoing</p>	<p>Principal</p> <p>Assistant Principal</p> <p>Professional Learning Committee</p>
<p>Assessment</p> <ul style="list-style-type: none"> • Administer MOSL Baseline Assessments • Analyze Baseline Data • Adjust Curriculum Calendars • Administer Benchmark Assessment: K-5 TCRWP, K-5 On Demand Writing Assessments, K-5 EnVision Pre-Assessments • Administer MOSL Year-End Assessments • Analyze MOSL Year-End Assessments • Adjust Curriculum Calendars Based on Year-End Analysis 	<p>Teachers</p>	<p>September – October</p> <p>November</p> <p>January – March</p> <p>April-May</p> <p>May-June</p> <p>June</p>	<p>Principal</p> <p>Assistant Principal</p> <p>MOSL Team</p> <p>Classroom and Cluster Teachers</p>
<p>Analyze Student Data Across Grade Levels in Reading and Math</p>	<p>Grade Level Teams</p>	<p>September - June</p>	<p>Teacher Teams</p>

Identify Gaps and address by need	Instructional Support Specialists		Instructional Support Specialists
Parent Involvement/Engagement • Provide workshops that support parents in CCLS, Instructional Shifts, curriculum, assessments and student well-being Trust: Transparency across all curriculum areas; access for parents and students to monitor progress throughout all grades	PS 31 Community	September-June	Administrators, Teachers and Parent Coordinator

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.											
<ul style="list-style-type: none"> • Staff Developers – iReady, EnVision • iReady Site License • Professional Development Time as per UFT contract 											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		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		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.
By January 2016, all students will demonstrate at least a 10% increase on their ELA and Math MOSL mid year assessments.
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.

According most recent Quality Review report:

“The Staff believes that all children can and want to learn and it is up to the teachers to find the best way to help them achieve, including exposure to all the arts such as drama, instrumental and vocal music, dance, visual arts and sports. Teachers meet regularly to discuss student progress, plan and share strategies to increase growth and achievement. Teachers group students according to specific needs identified by data and provide multiple entry points and differentiated instruction. Student groups are flexible and teachers develop spreadsheets that are color coded, listing the groups in reading or math for the unit”.

However: According to the Quality Review Report “we need to strengthen opportunities for meaningful student engagement in lessons that motivate students to reach their highest potential through high level thinking evidenced in student work products.” Indicator 2.1

As a result, the administration and staff have delved into a study of unit plans, student tasks and student work products.

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.

By April 2015, we will communicate with every students' family to ensure that they are well-informed about the academic progress of their children leading to an increase from 23% (a few times a month) to 50% on the "How often have you communicated with your child's teacher about your child's performance question on the Learning Environment Survey."

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>Parent Teacher Conferences</p> <ul style="list-style-type: none"> • Outreach to Families • Incentives to Visit All Teachers • Pilot Student Led Conferences in 4th and 4th Grade 	<p>Families</p>	<p>November March May</p>	<p>Principal Assistant Principal Parent Coordinator</p>
<p>Classroom Assessment Reports</p> <ul style="list-style-type: none"> • Reading Level Letters • Writing On Demand Reports • Math Unit Assessments 	<p>Families</p>	<p>Ongoing</p>	<p>Teachers RTI Team</p>
<p>iReady Reports/Lightsail Reports</p> <ul style="list-style-type: none"> • Informational Letter • Family Sign-Off Sheets 	<p>PS 31 Staff</p>	<p>Ongoing</p>	<p>Classroom Teachers</p>
<p>Parent Involvement/Engagement</p> <p>Provide workshops on topics that impact student learning - understanding of CCLS, instructional shifts, curriculum bases assessments, standardized assessments, grade level expectations at Meet the Teacher, PTA Meetings, Principal Chats Provide guest speakers in regard to curriculum. Establish communication protocols between school and home. Provide materials and resources for parents. Provide support to families.</p> <p>Trust: Transparency across all curriculum areas; access for parents and students to monitor progress throughout all grades</p>	<p>PS 31 Staff</p>	<p>September - June</p>	<p>Principal Assistant Principal Parent Coordinator</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.

Personnel

- Technology Specialist
- Teachers
- Parent Coordinator

Materials

- iReady Site License
- Lightsail Site License
- Parent Teacher Conference Incentives
- Reading Level Letter
- Protocol for Student Led Conferences
- iReady Information Letters
- Lightsail Information Letters
- Family Sign-Off Sheets

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		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		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.

By February 2016 all parents will have contact with a staff member at least twice to ensure they are well-informed about their child's 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 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.

According to the NYC School Survey:

- 11% responded that professional development was not sustained and coherently focused, rather that it was short term and unrelated
- 15% responded that they were not included in opportunities to work productively with peers and colleagues
- 7% responded that they were not provided with content support in their subject area

Based in the survey analysis we need to provide teachers with long term focused professional development and allow them additional opportunity to work with peers.

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, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, 90% of all teachers will participate in sustained and coherent professional development and be provided the opportunity to participate in collaborative committees in vertical and horizontal teams as measured by teacher attendance, meeting agendas, meeting minutes, classroom observations and an increase of at least 5% on teachers' response to the is section on the 2015-2016 NYCDOE school survey.

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>Create a professional development interest survey to assess teacher needs</p> <ul style="list-style-type: none"> • Devise an on-going professional development calendar • Plan for differentiated professional learning 	<p>Teachers and staff Teachers and Staff</p>	<p>July-August On-Going</p>	<p>Principal Assistant Principal Principal Assistant Principal Lead Teachers Grade Leaders</p>
<ul style="list-style-type: none"> • Schedule time for common planning for grade level teams • Schedule congruence time for service providers to meet with classroom teachers to share best practices and strategies for Students with Disabilities and English Language Learners 	<p>Teachers</p>	<p>September - June</p>	<p>Assistant Principal</p>
<p>Parent Involvement/Engagement</p> <p>Provide workshops on topics that impact student learning - understanding of CCLS, instructional shifts, curriculum bases assessments, standardized assessments, garde level expectations at Meet the Teacher, PTA Meetings, Principal Chats Provide guest speakers in regard to curriculum. Establish communication protocols between school and home. Provide materials and resources for parents. Provide support to families. SLT will meet to review goals and timelines. SLT minutes will be posted on bulletin board</p>	<p>Parents/SLT</p>	<p>September-June</p>	<p>Principal SLT Members Teachers</p>
<p>Trust: Teachers will meet and work in collaboration and in professional learning groups in order to discuss and align strategies leading to an environment of trust</p>	<p>Teachers</p>	<p>September-June</p>	<p>All Teachers Assistant Principal Principal</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.

Per Session
 • Teacher Teams Planning Sessions
 Per Diem
 • For Coverage for staff to attend Professional Learning
 OTPS
 • Professional books

Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		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.

By February 2016 80% of teachers will show participation in collaborative teacher teams and horizontal and/or vertical professional learning experiences.

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

<ul style="list-style-type: none"> • 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.

Part 2 – Annual Goal

<p>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–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>

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 parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></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.

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Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		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		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.

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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.

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.

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 stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></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.

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Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		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		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.

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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)	TCRWP Benchmark Scores iReady Assessment ELA Exam Teacher Recommendation	RTI services provided during the school day for 6 week intervals using Wilson/ Foundations as well as reinforcement of classroom strategies. In grades K-5 AIS Provided to grades K-5 before and after school using Benchmark ACT materials, Focus on Reading, Scholastic Guided Reading Short Reads Program Foundations and Wilsons, Readworks Students may work on iReady lessons at home	Small Group One-to-one	During school Day Before and After School
Mathematics	EnVision Assessments iReady Assessment Math State Exam	RTI in 6 week intervals using Envisions reteach, Focus on Math, iReady grades K-5 AIS before and after School using, iReady, Focus on Math, and Teacher Created Materials	Small Group One to One	During the School Day Before and After School
Science	Teacher recommendation, NYS Science Exam, classroom assessments	Non-fiction trade materials, Hot Topics Program, readworks, Foss, iRead	Small Group	During the school day
Social Studies	Teacher recommendation, Class Assessment	Non-fiction trade books, Hot Topics, IReady	Small Group	During the school Day

At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Parent Request, Teacher Recommendation	Banana Splits No Place For Hate Socialization groups	Small Group	During the school day
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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.					
	Schoolwide Program (SWP)		Targeted Assistance (TA) Schools	X	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.

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).

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.).

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.

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			
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local			

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:

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>PS 31Q The Bayside School</u>	DBN: <u>26q031</u>
This school is (check one):	
<input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" 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>40</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input 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>4</u>
of certified ESL/Bilingual teachers: <u>2</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: The program will service 3, 4 and 5th grade current ESL students as well as students who have tested out of the ESL program within the last 2 years.

- There are 21 students who qualify as having tested out and 21 students who are current ELLs. The program will run in four (4) six week cycles to work on the various ELA skills. The students will be rotated in and out of the program to keep the groups small. Each group will participate for two, six week cycles. the ESL teachers will plan with Common branch teachers to incorporate ESL methodologies and utilize them in instruction as well. Common branch teachers will incorporate reading and writing instruction to supplement classroom instruction.

- 2 ESL and 2 Common Branch teachers will collaborate to plan and provide instruction in the following areas of need:

- Reading:

-close reading skills

-vocabulary

-cause and effect

-main idea

-inference

-using context clues

- Writing:

-informational witing

-opinion writing

- The classes will be held after school for one hour on Wednesdays and Thursdays beginning January 7, 2015 and continuing through May 28, 2015. The students will attend both days and be grouped flexibly by grade and ability. ESL teachers will co teach with Common Branch teachers to provide targeted small group instruction. Materials will include:

- -New York Ready ELA for grades 3, 4 and 5

-New York Ready Writing for grades 3, 4, and 5

-Progress Reading for grades 3, 4 and 5

-Benchmark Writing

-MyOn (technology based reading program)

-Imagine Technology Based Program

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: ESL Common Core aligned strategies will be presented in workshops for all staff by 2 certified ESL teachers. Workshops will take place during structured professional development time on the following Mondays from 2:40 PM - 4:00 PM. ESL teachers will attend Network Provided Professional Development as well Monday in house, on-going Professional Development around Common Core reading and writing strategies.

- January 12, 2014
- February 9, 2015
- May 18, 2015

Part D: Parental Engagement Activities

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

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

Begin description here: Parents will be invited to attend workshops before and after school and during parent engagement time on Tuesdays. Parents will be notified by letters backpacked with the children, postings on the school's eChalk website (which can be translated by the click of a button), and by email.

- Translation during workshops will be provided by parent coordinator and parent volunteers.

- Workshops will be planned and presented in collaboration with the ESL teachers and parent coordinator. Workshops will include:

- Benchmark Writing Program - November 19, 2014
- Test taking strategies - ELA - January 21, 2015
- Test taking strategies - Math - January 28, 2015
- Middle School Admissions - November 25, 2015
- Moving up to the next grade - May 2015

Part E: Budget

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

Allocation Amount: \$11200

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 	<u>\$9,271</u> <u>School will supplement \$71</u>	<u>Per session for after school program for 4 teachers</u> <u>\$1840 per teacher</u> <u>45 days of service @ 51.51 per session rate</u>
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. 	<u>\$2,000</u>	<u>New York Ready ELA Books</u> <u>\$10.00 per student (school will subsidize cost)</u>
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	<u>\$11,200</u>	_____

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 26	Borough Queens	School Number 031
School Name The Bayside School		

B. Language Allocation Policy Team Composition

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

Principal Terri Graybow	Assistant Principal Tony Kossovitsas
Coach type here	Coach type here
ENL (English as a New Language)/Bilingual Teacher MaryAnne Gaudio	School Counselor Aimee Serfaty
Teacher/Subject Area Diana LoPiccolo	Parent Marjorie Chavannes
Teacher/Subject Area Anne-Marie Songco	Parent Coordinator Roberto Johnson
Related-Service Provider type here	Borough Field Support Center Staff Member type here
Superintendent	Other (Name and Title) type here

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	2	Number of certified bilingual teachers not 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		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	
Number of certified ENL teachers not currently teaching in the ENL program	0	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)	535	Total number of ELLs	49	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"/>

This school offers (check all that apply):

Transitional bilingual education program (TBE)	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s):
Dual language program (DL)	Yes <input checked="" type="checkbox"/>	No <input 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	49	Newcomers (ELLs receiving service 0-3 years)	46	ELL Students with Disabilities	3
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	2	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
DL										0
ENL	47	0	3	2	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: 3

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
Chinese														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

* 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	2	2	1	1	2	3								0
Chinese	5	5	7	1	3	1								0
Russian														0
Bengali														0
Urdu														0
Arabic	1	0	1	0	0	0								0
Haitian														0
French														0
Korean	5	4	3	0	0	0								0
Punjabi														0
Polish														0
Albanian														0
Other greek	0	0	1	0	0	1								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	4	0	0	0								0
Emerging (Low Intermediate)	3	1	0	0	1	0								0
Transitioning (High Intermediate)	2	0	1	1	1	2								0
Expanding (Advanced)	4	10	7	1	3	3								0
Commanding (Proficient)	21	14	2	10	4	3								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

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	13	3	18	20	5								0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	3	1	0	0	0
4	5	0	0	0	0
5					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	1	1	2	0	0	0	1	0	0
4	0	0	3	1	0	1	0	0	0
5									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	2	2	0	1			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:

1. 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.

At P.S. 31 we use numerous tools to assess early literacy skills of our English Language Learners. Our school uses Fountas and Pinnell and TCRWP, (Teachers College Reading and Writing Project). TCRWP helps us to assess the proper reading levels for our students on the independent level and for guided reading levels. Fountas and Pinnell allows teachers to assess students in reading for decoding and fluency. In Kindergarten through Grade 2, we also use the additional assessments to assess letter/sound recognition, sight words, phonics, phonemic awareness and early literacy behaviors. In addition, we have students produce on-demand writing prompts for Informational, Narrative, and Opinion writing. Afterwards the writing samples are reviewed by the grade team to determine strengths/weaknesses and next steps. Both assessment tools help our teachers gain better insight in lesson planning for our ELL population.

Our school has incorporated many web-based educational programs such as Lightsail and I-ready. Lightsail is computer program focusing on reading. There are student libraries customized by lexile measures. Students have daily progress monitoring in-text questions that are aligned with the standards. This assessment informs the staff of specific individual literacy skills that need work. Students lexiles are updated as needed based on their student assessment performance. I-ready is a K-12 adaptive diagnostic reading/math program aligned with the common core. I-ready pinpoints student needs down to the sub-skill level and shows progress monitoring to determine whether students are on track. It also provides personalized student instruction that targets each ELLs unique area of need.

At P.S. 31 our ELLs tend to fall below their grade level peers in both reading and writing. In Kindergarten, all students are currently reading pre-emergent story books and beginning to read level A books, at this time 7 kindergarten ELLs currently do not know all of their letters and sounds. The current benchmark in 1st grade is level F/G, 11 ELLs are currently below level F/G. In grade 2, level J,K,L is the current benchmark, 12 ELLs are currently reading below level. In grade 3, level N is the current benchmark, 2 ELLs are below level N. In grade 4, level Q is the current grade level benchmark, 5 ELLs are currently below level Q. In grade 5, level T is current grade level benchmark, 5 ELLs are currently below level T. ELL students will have ongoing assessments to ensure they are progressing toward grade level standards. This data is used to form groups of students for Title III programs, RTI, and for classroom and ESL services.

2. What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades? NYSITELL results are for our new admits and therefore reflect the students' current level during this school year. As educators we use students' NYSESLAT scores to help determine which instructional standards to focus on, and to evaluate our program. We analyze the NYSESLAT to find the students' English proficiency level, in addition we review each student's raw scores for each of the NYSESLAT's four sub-tests: listening, speaking, reading and writing to determine our instructional plans. Using the data from the NYSESLAT we compared test scores over the past two years and have seen growth across the school.

The NYESELAT test scores for 2015 revealed:

KINDERGARTEN	Spring 2015 Results	1st GRADE	Spring 2015
Proficient =	56%	Proficient	13%
Advanced =	40%	Advanced	54%
Intermediate =	4%	Intermediate	6.7%
Beginner	0%	Beginner	27%

2nd GRADE	Spring 2015 Results	3rd GRADE	Spring 2015
Proficient	85%	Proficient	44%
Advanced	7.7%	Advanced	44%
Intermediate	7.7%	Intermediate	11%
Beginner	0%	Beginner	0%

4 th grade-	Spring 2015 Results:
Proficient	38%
Advanced	38%
Intermediate	25%
Beginner	0%

The NYSESLAT test result data reveals from Spring of 2015 a total of:

48.5% students tested Proficient/CM,

37.3% of the students tested Advanced/or Expanding,

8.5% of the students tested Intermediate/EM Emerging or TR Transitioning levels and

5.7% of the students tested at the Beginning/or EN Entering level.

3. How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAo tool](#))

After careful review of the test scores across the NYSESLAT modalities, our staff plans instructional goals to meet the needs of all ELLs. After the test results are analyzed, ESL teachers collaborate with classroom teachers to develop lessons that address all four modalities.

Our goal as a school this year is to help improve reading comprehension and work on writing skills. The staff at our school, uses the results of the NYSESLAT to assist individualizing instruction, and set goals for students. It also determines ESL grouping and Title III After-school programs.

Annual measurable achievement objectives to determine progress in English language acquisition(AMAo 1) shows that students advanced one overall proficiency level on the NYSESLAT from 2014 to the 2015 test is currently unavailable at this time.

English language proficiency (AMAo 2) shows annual increases in the number or percentage of students reaching English language proficiency by the end of each school year. The yearly AMAo target for the 2014-2015 school year showed a 46.77% of the students tested out of the ESL program at P.S. 31

4. 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?

A. For the patterns across proficiencies and grades, see answer #2 and #3.

Twice a year the ELLs in grades 3-5 take the ESL Periodic Assessment. Teachers use the data results from this standardized assessment to further drive instruction. These assessments measure student progress in English language proficiency and predict performance on State English language acquisition tests. The results provide detailed information about students' strengths and weaknesses in English language development and serve as a resource to help plan individual and group instruction. Periodic Assessments reveal that our students require more scaffolded instruction in reading and writing. They also show that our ELL's need to develop stronger skills in summarizing and inferencing and vocabulary development. Data is analyzed by our staff. ESL teachers collaborate with classroom teachers to support targeted ESL groups based on results of Periodic Assessments, informal, and ongoing

assessments. Administration provide opportunities for teacher/specialist teams to develop and incorporate ESL techniques based on individual results.

Students with limited English are supported in their native languages. Classroom teachers pair ELL's with another student of the same native language. Peer grouping is used to assist ELLs in the classroom. Additionally, students are provided with access to glossaries in the content areas, bilingual dictionaries and are introduced to electronic e-readers and other wifi enabled devices to read leveled texts. The use of software (i.e. Rosetta Stone) has been implemented in order to facilitate English language acquisition. Students use IPAD's for research and to reinforce English skills and vocabulary acquisition. Students are also provided access to translation enabled internet sites. To further assist ELLs in their native language, the school library has a growing collection of materials in a variety of languages to address the needs of these students. In addition, teachers are able to work with the Queens Public Library to obtain appropriate materials on a variety of reading levels and in a variety of languages for those students who could benefit those resources.

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](#).]

Our goal at P.S. 31 is to provide our ELLs with a rigorous and culturally responsive RTI model. We strive to better serve ELLs who are at-risk for academic difficulties by using data from our RTI team to guide instruction for English Language Learners. Both the classroom teacher and ESL Teacher analyze student achievement in the classroom (Tier 1) and try to improve core instruction. Specifically, we take into account if:

- Students' cultural and linguistic backgrounds taken into consideration when planning instruction to support language development, content learning, and knowledge building.
- ELLs are provided with opportunities to work in pairs and small groups, to further develop their language skills and to apply their knowledge.
- The ELL students' understanding is routinely checked and provided with opportunities to demonstrate their understanding in a variety of ways, including their native language.
- Key terms, words, idioms, and phrases that ELLs need to learn explicitly taught and clearly displayed

Students are move into Tier 2 and Tier 3 if they demonstrate a need for more targeted and intensive academic support. Our team starts with a universal screening process. If an ELL student is flagged as at-risk or below-benchmark on an particular skill, the student receives targeted instructional support to bolster development in a given area. This support is delivered in coordination with ELL services. Instruction varies across group size, frequency and duration of intervention, and level of training of the professionals providing instruction or intervention. These services and interventions are provided in small-group settings in addition to instruction in the general curriculum. Students who continue to show too little progress at this level of intervention are then considered for more intensive interventions as part of Tier 3. During the Tier 3 intensive intervention, instruction is given by ELL teachers and in addition by our RTI teacher. We continuously monitor progress from our ELL's and then we make educational decisions about changes in goals, instruction and services.

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

Students are grouped for ESL services to support their language development in reading, writing, listening, and speaking. Classroom teachers further ensure linguistic needs are met by: using accountable talk stems during turn and talk, promoting cooperative learning, providing authentic resources for reading fiction and informational texts, providing students with hands-on learning experiences, and technology such as smartboards, ipads and computers.

Additionally, the staff is trained to understand that ELLs may share some common challenges when learning literacy skills in their second language. Specifically, how it is very difficult for ELLs to distinguish auditorily between sounds not in one's language, or to pronounce such sounds. Similarly, ELLs may struggle with decoding, especially if their native language orthography is very different than English. Letters can look the same across languages despite having very different sounds. Also, new vocabulary can present special challenges. ELLs might be confused by figurative language, common words such as pronouns, words with multiple meanings, and false cognates. All staff working with ELLs have knowledge of typical second language development.

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?

N/A

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

P.S. 31 is constantly self-evaluating its ESL program to ensure its ELLs are provided with all the tools needed to show success and to meet the grade level Common Core standards. Our goal is to ensure rigorous instruction that is aligned with the core curriculum, create an effective plan for professional development, to give support to teachers and school instructional specialists in implementing best practices in the classroom, comply with the language allocation policies and improve communication with parents and families of LEP/ELLs students. Another goal of our program is to see growth in NYSESLAT test results. We aim to increase the number of advanced and proficient ELL's and to decrease the number of beginner and intermediate ELL's. Our school is dedicated to

increasing ELL's reading levels by showing one year of growth annually. After reviewing the NYSESLAT results and analyzing reading levels, we evaluate the progress of our students to further develop our curriculum and utilize the common core standards.

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.

Our English Language Learner student identification process consists of 4 parts: 1. The administration of the Home Language Identification Survey (HLIS) which includes an interview with the student and parent to determine the student's home language, 2. Determination of eligibility to take the New York State Identification Test for English Language Learners (NYSITELL), 3. The administration of the NYSITELL, 4. The Administration of the Spanish Lab to newly identified ELLs whose home language is Spanish.

Students who have never been enrolled in a NYC or NYS public school must complete the Home Language Identification Survey (HLIS) at registration. Translation help is offered to parents who speak another language during this identification process through the DOE's Translation and Interpretation Unit or a staff member. A translator explains the process to the families who speak a language other than English in order to provide language support to the families of our school. Our principal, Mrs. Terri Graybow, is the pedagogue who assists parents with their HLIS form and conducts an informal interview. The students' home language code is determined based upon the assessment of information collected from the parents on the Home Language Survey, in conjunction with an informal interview with the family. Based upon the responses on the HLIS form, the students' home language are determined. For any student previously enrolled in a NYC/NYS public school our ESL department obtains the NYSITELL/NYSESLAT scores to allow the student to continue ELL status if applicable. If the student has reentered a NYC public school after being discharged for 2 years or more they must complete the entire ELL identification process, if it has been less than 2 years the child will continue in the ELL status that was in effect at the time of discharge. All students with a language other than English are administered the NYSITELL within 5 days of registration by an ESL certified teacher to see how proficient they are in English. NYSITELL eligibility for students with an IEP must be based on the determination of the Language Proficiency Team (LPT). After seeing the results of the NYSITELL test, if the student is below the cut score, he or she is then officially identified as an English Language Learner. Eligible ELLs are administered the LAB in Spanish by a staff member, specifically a classroom teacher who is fluent in Spanish and has been trained to administer the Spanish LAB. The Spanish LAB is given when appropriately needed for Spanish speakers. The results of the Spanish LAB allow the ESL teacher to determine whether the students are literate in their native language. Then the ELL students are placed in groups based upon their grade level, proficiency level, and the allotted time required for either Entering/Beginner, Emerging/Low Intermediate, Transitioning/Intermediate, or Expanding/Advanced levels. Parents are informed of the results of the NYSITELL using the NYCDOE standard parent notification letters in their preferred language within 5 school days.

When a new student is identified as an English Language Learner at PS 31, their parents are invited to a Parent Orientation. All materials are provided in the parents' home language. All entitlement letters are sent out to all parents in their preferred language. Copies of entitlement letters are kept on file in the ESL office. At this time parents view the Orientation Video for Parents of Newly Enrolled English Language Learners, which comes in many languages and explains the various program options available. Parents are informed of the three program choices and have the opportunity to ask for clarification. A state licensed ESL teacher with the assistance of a translator explains the three program choices to the parents at this time. The ESL teachers speak with the parents about the various program options, answer questions, and explain and clarify the program choices. The Parent Survey and Program Selection Forms are handed out during the orientation meeting, and parents are given the option to select one of the following three programs:

1. Transitional Bilingual Education
2. Dual Language
3. Freestanding ESL

A meeting is held in September and repeated throughout the school year as incoming ELLs enter the program. An interpreter is always offered and available to help in translating. Interpreters are present throughout the identification process and all written correspondence is translated into the parents' preferred language. Once a parent selects the program for their child a placement letter is sent home. Continuation letters are sent home to the parents in their preferred language informing them that their child will continue to be an ELL based on the NYSESLAT results.

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).
The Oral Interview Questionnaire is used during the SIFE identification process to determine if an ELL has had a gap of two or more years in their formal schooling. Also, the Oral Interview Questionnaire should be used to develop a better understanding of a newcomer ELL (potential SIFE) as it has many questions related to literacy and language practice. The Literacy Evaluation for Newcomer (LENS) is a multilingual suite of diagnostics designed to measure the home-language literacy skills SIFE have when they enter New York City schools. This information is highly informative for teachers of SIFE, since students come in with a range of skills in both literacy and math, and knowing each individual student's strengths and weaknesses is essential for teachers to plan instruction.
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).
To determine NYSITELL eligibility for students entering school with IEPs the LPT meets to determine the Language Proficiency. The LPT is minimally comprised of our Principal, Terri Graybow, two certified TESOL teachers, the SETSS teacher, and the student's parent/guardian. The school LP team meets with a qualified interpreter or translator of the language of the parent or guardian. The LPT looks into student's English language development, the student's language use in the school and at home, information provided by the Committee on Special Education (CSE) as to if the student's disability is a factor affecting whether the student can demonstrate proficiency in English. LPT determines if the student has any second language acquisition needs, if the LPT determines that the student may have English language acquisition needs, the student must take the NYSITELL. The principal has the right to accept or reject this recommendation. However, the final decision is made by the superintendent. The superintendent has 10 school days to accept or reject the LPT's recommendation. If accepted, the school has 5 additional school calendar days to administer the NYSITELL and to notify the parent or guardian. The form titled Language Proficiency Team NYSITELL Determination Form is then completed and placed in the student's cumulative folder. All procedures must be completed within 20 school days for students entering with IEPs.
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.
Entitlement Letters are completed and sent home to all newly entitled ELL's immediately after entitlement has been verified through the NYSITELL testing. Entitlement letters are sent out to all parents in their respective native languages when available. The Parent Survey and Program Selection forms are filled out by parents at Orientation, collected by the ESL teachers, and entered into ATS, ELPC screen, then they are securely stored in the ESL room in a binder. Each school year we create a new binder.
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).
Students who have gone through the ELL Identification Process, are entitled to 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. Parents are informed at Parent Orientation of their right to appeal their child's ELL status. The Re-identification Process may be used for students who have a home language other than English and are ELLs and non-ELLs. Our school initiates a review of ELL status determination upon written requests from a student's parent or guardian. The Re-identification Process will be completed within 10 school days of the receipt of the written request, and if the CSE is consulted, completed within 20 school days. Next, we review all documents, student's work in English and in the home language. We may administer the NYSITELL to the student if student was not tested first time. Then our school will consult with the parent or guardian and our school conducts and reviews the results of the student's abilities in listening, speaking, reading and writing in English. We consult our CSE if the student is a student with a disability. Based on the recommendation of our teachers, our principal, Mrs. Graybow determines whether to change the ELL status or not. Written notification of the decision in the parent's preferred language is sent home. If the recommendation is to change the ELL status, then our process continues and if the recommendation is to not change the ELL status, then we are finished. If we need to change the ELL status, then our principal sends the documentation and the recommendation to our Superintendent for a final decision. Written notification of the decision is sent from the superintendent to the principal, parent or guardian in the parent's preferred language within 10 school days of receipt of all of the documentation from our principal and the final decision notification must be in writing to the parent or guardian in the parent's preferred language within the 10 day window.
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.
Parents view a video in their preferred language which identifies and describes the program choices for their child. Licensed ESL teachers with the assistance of translators, explain the three program choices to the parents. The ESL teachers speak with the parents about the various program options, answer questions, and explain and clarify the program choices. The Parent Survey and Program Selection Forms are handed out during the orientation meeting, and parents are given the option to select one of the following three

programs:

1. Transitional Bilingual Education
2. Dual Language
3. Freestanding ESL

The parent must return the completed and signed form within 5 school calendar days. If a parent doesn't respond to our initial invitation at first, we send a second notice in their preferred language. If at this time if they still do not respond we contact the parent by phone, and have an interpreter to assist in communicating the importance of attending the meeting. At times, our staff will attempt to meet the parents at drop off or dismissal to send a personal invitation to the parent orientation. If all the above measures have been exhausted then we send home the default program placement letter informing the parent that not selecting an ELL program is equivalent of selecting a bilingual program. However at this time our school does not have a bilingual program due to insufficient numbers so parents are informed that their child will be placed in an ENL/ESL program. Our ELLs are placed in the parents' program of choice within 10 school calendar days of enrollment. If a parent chooses ESL our school places the student in the program immediately and provides the student with a full schedule. However, if a parent's program choice is not currently available our school and we inform the parent that the selection is not available at our school and we then provide the parent the two options, and maintain a record of the parent's response. Then the parent choice is recorded in the ELPC screen. Our school may not select "Parent did not return the survey" until the 18th school calendar day after initial enrollment.

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.

Our school understands the importance of informing parents of the three program selections. Entitlement Letters are completed and sent home to all newly entitled ELL's immediately after entitlement has been verified. Entitlement letters are sent out to all parents in their respective native languages when available. The Parent Survey and Program Selection forms are filled out by parents at Orientation, collected by the ESL teachers, and securely stored in the ESL room. We indicate each parents' choice on the ELPC screen in ATS and have an ongoing Log as well. As mentioned in the above question, if we can not reach a parent, a default placement letter is sent indicating that as a result of not selecting a program, bilingual programs is automatically chosen by default.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.

PS 31 has an EXCEL spreadsheet with each ELLs information. On this spreadsheet we indicate each parent's choice next to the child's name. This running log allows for us to easily see the amount of parents that select each program for each school year as well as which parents have not completed and returned the Parent Survey and Parent Selection. Additionally, we keep hard copies all Parent Survey and Selection Forms that have been returned in a binder. All parent survey and program selection forms are sent home in parents preferred language along with an English version.
9. Describe how your school ensures that placement parent notification letters are distributed.

After student's program has been determined based on the steps outlined above, our school sends parents a placement letter in the parents' preferred language indicating the program in which their child has been placed. The ESL teachers are responsible and ensure that all placement parent notification letters distributed and returned.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).

Our school maintains an ELL Binder of Important ELL Documents which contains, Home Language Identification Survey, Parent Survey and Selection Form, Program Placement Letter, Entitlement letter (newly identified ELLs), Continued entitlement letter (continuing ELLs) Non entitlement letter, Language Proficiency Team NYSITELL Determination Forms. These are kept in the ESL room so that they are accessible at any time.
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.

P.S 31 is committed to ensuring that all eligible ELLs are administered all parts of the NYSESLAT. To identify Eligible Students we first print out the RLER report from ATS for a list of NYSESLAT-eligible students. Once we have received the NYSESLAT materials count the number of booklets and answer documents to ensure we have sufficient numbers of materials. Next we administer New York State English as a Second Language Achievement Test (NYSESLAT) during the administration window by 2 certified ESL teachers. A print out of our spreadsheet is enlarged and to assist us in tracking completion and ensure students who were not present during times originally scheduled have opportunities to complete the NYSESLAT. All ESL students are grouped according to grade and class; testing modifications for SWD's are identified. A testing schedule is created, outlining which students will be taking each part of the NYSESLAT and on which day. Absentee sheets are filled out on each day of testing, in order to provide make-up exams. Also, for students who have not taken the NYSESLAT we contact their families to emphasize the importance of the NYSESLAT by making them aware that the NYSESLAT determines their English proficiency, whether a student will receive ENL and/or bilingual services the following school year, and contributes to promotional decisions. Once all tests have been administered, the booklets are returned to the testing company and the answer documents are scanned by the assistant principal. We review that all ELL's were tested in each modality.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.

P.S. 31's ESL teachers work diligently to ensure that the window of 5 school days to determine ELL identification and to inform parents of the results of the NYSITELL and ELL status within 10 days of registration using the NYCDOE standard parent notification letters in the parents' preferred language.

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).

We inform parents of the three program selection choices and the NYS CR Part 154, Aspira Consent Decree, which requires a school to open a bilingual program when parent requests have reached 15 or more ELL students in grades K to 8 speak the same language in one or two contiguous grades. Parent Survey and Program Selection forms for the past few years shows that most of the parents/guardians of students in our school choose the Freestanding ESL program for their children. Over the last few years, a minimal number of parents, 3 in total, chose the Dual Language or Bilingual programs as their first choice for their children. For those who chose TBE or DL, there were not enough students to create a class, as a default they will receive ESL services while awaiting the required 15 participants. There has not been a time we met the required 15 participants per grade or contiguous grades in P.S. 31 .

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.

PS 31Q provides instruction to English Language learners through a Freestanding English as a Second Language model. Our ENL/ESL intergrated program consists of 2 teachers who hold certifications in both ESOL as well as Common Branch. Both the push-in and pull-out models of instruction are used. In order to service all ELL's, students are grouped heterogeneously by grade, the maximum grade span for grouping students is 2 continous grades as per CR Part 154.2 and is provided during the school day.

Push-in/pull-out teachers work with their assigned students during content instruction to provide language acquisition and academic

vocabulary support. This work is done in collaboration with general education classroom teachers, and occurs in various classrooms.

- b. TBE program. *If applicable.*

n/a

- c. DL program. *If applicable.*

n/a

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 within our Freestanding ESL program are taught in English using ESL methodologies and research-based best practices for a specific amount of time per week as determined by either their NYSITELL or their New York State English as a Second Language Achievement Test (NYSESLAT) scores, and in accordance to Commissioner's Regulations Part 154 (CR 154). These regulations require that students, grades K-5, who score at the Entering /Beginning level will receive a total of 360 minutes that broken up into 1 unit (180 mins) of stand alone ENL and 1 unit (180 mins) of Integrated ENL services. All ELLs that scored Emerging/Low Intermediate levels receive .5 units (90 mins) of Standalone ESL and 1 unit (180 mins) of Integrated ESL as well as .5 of Flexilble scheduling in which either Standalone or Integrated ENL services can be given. For all Transitioning/Intermediate ELLs we provide .5 units (90mins) of Integrated ENL and .5 units (90 mins) of Flexible scheduling. Our Expanding/Advanced ELLs receive 1 unit (180mins) of Integrated ENL. For all ELLs who have

passed the NYSESLAT we continue to support this group by providing . 5 of flexible ENL services, our school choses to provide Former ELLs with integrated ENL.

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.

Content area subjects, such as science and social studies are taught to ELL's in conjunction with NYC Scope and Sequence. Other subject areas (i.e. language arts, mathematics, technology, art) are intertwined into these lessons in order to ensure cross-curricular connections and an interdisciplinary approach. Additionally, literacy units of study have been created, using the Teacher's College Reading and Writing Project Units of Study on all grade levels as well with specific age-appropriate, standards-driven genres as focal points. Such units of study are taught in conjunction with the content area units (via a Balanced Literacy approach and using the Workshop Model) in order to ensure the strongest connections possible.

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

Since we do not have a bilingual or dual language program here, our students are evaluated in their native languages during intitial screening during the interview and through the spanish LAB. To aid in the transference of language abilities, students are always encouraged to continue to speak in their respective native languages at home.

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

In order to evaluate all four modalitie students at P.S. 31 are given formal assessments throughout the year in both reading and writing. Running Records are administered (F&P) four times a year formally, and informally on a monthly basis. This assesses their reading level (including comprehension, fluency, and accuracy). Additionally, students are informally assesed in speaking using Depth of Knowledge higher order thinking questions. We use on-demand assessment prompts and rubrics to assess students writing. During each lesson, there is an accountable talk portion which is an opportunity for teachers to listen in as students converse with one another, thus assessing their listening and speaking skills.

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. Students with Interrupted Formal Education (SIFE) are those who come from a home in which a language other than English is spoken and enter a school within the United States after Grade Two. Students within this subpopulation must have had at least two consecutive years less schooling than their peers and as a result, function well below expected grade levels (by at least two years) in reading and mathematics. Some SIFE students may be pre-literate in their native language. They lack a strong foundation of the school readiness skills, sociolinguistic proficiencies and academic knowledge demonstrated by students who have consistently attended school. To assist these students it is imperative that as educators we give enriched, holistic instruction and tape into their prior knowledge and interests, giving them opportunities to succeed. At this time we do not have any SIFE students.

However, P.S. 31 has a team of educators specifically to address the needs of SIFE students. This team includes the ESL teachers and coordinators, guidance counselors, RTI teacher, social workers and any other educators who will be serving this student. The team obtains information on their former schooling, interests and family background. A parent interview gathers information on students' educational background, family and social history. Then a rigorous and tailored ESL program is implemented that draws upon the student's cultural and academic backgrounds. Intervention will be implemented to incorporate best practices in ESL methodologies, while building background knowledge and literacy skills. When possible, technological support (i.e. computer assisted instruction) would be an integral part of the student's day-to-day instruction.

b. Students within the Newcomer subpopulation are new to school within the United States and fall within service years 0-3. Some

newcomers may have received adequate schooling in their native country and as a result, may be working at grade level. Those that are not, typically catch up academically due to working with an ESL provider. Other Newcomers may have had limited schooling in their native country or experienced minor interruptions. Therefore, these students have limited native language literacy skills. Newcomers are given targeted instruction focusing on phonics and the acquisition of new vocabulary. Teachers use various teaching strategies such as: choral reading, read and sing-alongs, Total Physical Response, word games, visuals and props, Thinking

Maps and other Graphic Organizers, environmental print, along with online resources and appropriate iPad applications. We set up Newcomers with "buddies", other ESL students speaking the same language, to make this transition smoother. ESL Push-in teacher's further support the linguistic needs of these students. Newcomers receive instruction with the best practices and ESL methodologies. Our Newcomers receive direct phonics instruction through Foundations or Words Their Way. As well as providing our classroom and school libraries with bilingual texts that represent the primary languages spoken within our classroom and school.

c. ELLs who are in the Developing subgroup of English Language Learners are those students who have been receiving services within the 4-6 years and who struggle with English acquisition. These students are typically not performing on grade level and qualify to receive extra support through our at-risk services and additional ESL periods when available. These ELLs may not perform as well on standardized tests. Some experience difficulties in all content areas. As a result, they require a great deal of instructional support to prevent them from becoming Long-Term ELLs. Developing ELLs are offered additional teaching periods to focus on their specific needs. The classroom teachers pull small groups and work on reading comprehension skills, math problem solving, academic vocabulary and Wilson/Foundations. The ESL teachers provide periods of instruction above and beyond their required units of service to help students reach grade level standards. Our school also offers After-school tutorial programs (AIS) and uses Title III funding to help assist long term ELLs. Instruction is tailored to meet their specific needs. Action Plans and Goals are developed for each small group that draw upon their strengths, but that address their specific areas of weakness and challenges. There are ongoing reviews of these Action Plans and Goals for each student to show progress within a small group. Long-term ELLs will continue to receive targeted interventions based upon their immediate needs via AIS/RTI and during after school. Additionally, Wilson/Foundations (research-based, multi-sensory reading and writing program that directly teaches the structure of words in the English language) is used by several classroom teachers and AIS staff to teach these students.

d. Long-Term ELLs are students who have received schooling beyond 6 years of service. Students falling within this category often are able to speak English, but may not have the CALP to succeed academically. Nearly all Long-Term ELLs are below grade level in reading and writing, and continue to need ESL services in order to acquire academic English. Our Long-Term ELLs are offered additional teaching periods, if available, to focus on their specific language needs. The classroom teachers pull small groups and work on reading comprehension skills, math problem solving, academic vocabulary and Wilson/Foundations. The ESL teachers provide periods of instruction above and beyond their required units of service to help students reach grade level standards. Our school also offers After-school tutorial programs (AIS) and uses Title III funding to help assist long term ELLs.

e. Former ELLs are students who have sufficient academic English language proficiency as measured by the NYSESLAT exam, and are able to function in a mainstream setting now have the additional support of an ESL provider. They receive continued integrated ESL support .5 units (90mins) weekly, during the school day as well as, after school programs. Former ELL's are also entitled to the same modifications on New York State exams afforded to students who are currently enrolled in our ESL program. Whenever possible, RTI teachers continue to work with these students to ease their transition.

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.

Between 6 and 12 months, the principal, will review the Re-identification Process decision to ensure that the student's academic progress has not been adversely affected by the determination. The principal will consult with a qualified staff member in the school as well as the parent/guardian, and the student. If the principal, based on the recommendation of qualified personnel and consultation with the parent/guardian believes that the student may have been adversely affected by the determination, our principal will provide additional support services to the student as defined in CR Part 154-2.3(j) and may reverse the determination within this same 6-to-12 month period. If the principal's decision is to reverse the ELL status, he/she must consult with the superintendent. Final decision notification must be in writing to the parent in the parent's preferred language within 10 school calendar days.

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?

Once an ELL is identified as having special needs, students with this group receive services to support not only their documented disabilities, but their language acquisition needs as well. The School based support team tests ELL's in their native language, then the student is seen by our related service providers who provide them with the necessary services as per each student's IEP. Teachers collaborate to determine the best possible educational strategies including: modifying grade-level content standards if necessary, scaffolding content vocabulary, using pictures clues, using graphic organizers and thinking maps, and partner work with accountable talk, allowing extra processing time for all 4 modalities. Our school has been incorporating technology into classrooms annually to assist ELLs with disabilities, specifically ipads, laptops, and smartboards. Technology has proven to be highly engaging for students.

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 P.S. 31,Q we strive to meet the needs of our ELL-SWD's by modifying curriculum, providing flexible scheduling, and targeting instruction to achieve all IEP goals while also meeting their English language needs. Our school makes every attempt to provide native language resources to fill subject matter and conceptual language gaps. We also provide all teachers of ELLs with academic language and literacy professional development. All ELLs are provided with test accommodations for English-learner students as well as any additional modifications such as taking the test in native language, test read, scribe, additional time, separate location, etc. Through assessment, conferring, instruction and groupings, students are re-evaluated regularly and if required (based on student need/growth), scheduling can be altered. Our Special needs ELLs are mainstreamed into art, computer, gym, music, alongside with their non-disabled peers. Our school is dedicated to reaching every students academic needs.

Chart

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*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL teacher		<u>INTEGRATED ENL – 1 Dually Certified Teacher</u> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> 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(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. 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.

Chart

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	<u>STAND-ALONE ENL</u> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<u>INTEGRATED ENL</u> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL Teacher		<u>INTEGRATED ENL – 1 Dually Certified Teacher</u> ESOL or Content Area (7-12) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> 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.

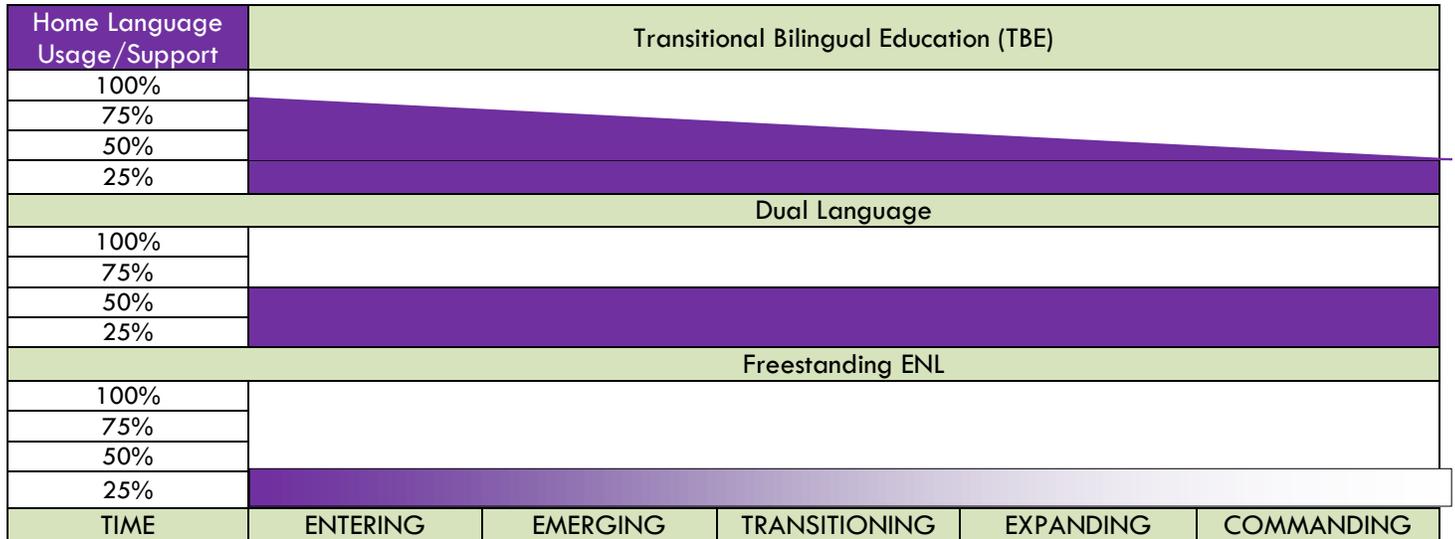


*Note “other approved services” does not apply to New York City at this time.

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.



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.

Our intervention programs are set within the academic areas of ELA and Mathematics. The intent of these programs is to help our students meet and/or exceed the Common Core Learning Standards. Our goal, however, is to place special focus on our ELL population in order to maximize their English language acquisition, and to assist them in achieving the state-designated level of English proficiency for their grade. The Reponse to Intervention at P.S. 31 focuses on students, including ELLs, who are struggling in both Math, English Language Arts, and the content areas. This is a 3 tier process in which students are assessed and teaching is targeted to their weaknesses. Each tier is approximately 6 weeks long and if there is not progress the student is then referred for an evaluation to special education. We also offer Academic intervention Services before/after-school which focus on ELA/Math test sophistication skills. ELLs are offered a Title III after school program where ELA/Math are taught to small groups. Additionally, our school's intervention services include: SETSS, Speech, and Guidance at risk, as needed. In the classroom, teachers pull small groups of students to develop content in both Science and Social Studies. Our PTA supports academic success in science by funding a special program called Flight: Rocket launching, where all 5th grade students using a hands-on approach to learning built and launched rockets in the schoolyard. We also subscribe to TIMES for kids, Scholastic News, Storyworks all which contain both Science and Social Studies articles. These high interest magazines articles not only motivate our ELLs they also have engaging visuals to assist in their learning of content.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

Looking at the NYSESLAT results over the past couple of years, we have seen an increase each year in the number of students scoring Proficient and Advanced. Most of our ELL students demonstrate significant academic and language gains by achieving increasingly higher levels of proficiency on the NYSESLAT. Over the past two years, we have seen a 30% increase of our ELL students attaining Proficiency on the NYSESLAT enabling them to transition out of the ESL program and continue their learning alongside their peers with continued ESL support and testing accommodations for an additional 2 years. Our school has maintained a successful program which is determined by the success of students on the NYSESLAT. The most influential factors in the effectiveness of our program is a cohesive staff that works together, parental support, and analyzing data and assessments to plan effectively for each student.
12. What new programs or improvements will be considered for the upcoming school year?

For the upcoming school year, our staff is participating in Teachers College, Writing Workshop training. Over the past two years the staff has participated in professional development in reading and writing using Heimemann Units of Study. This year however, staff members from every grade are attending professional development at Columbia University: Teachers College, in writing. This school wide movement is in response to students showing increasing difficulty in writing. Another focus will be to continue training the staff with Tier 1 RTI pre-referral intervention strategies using the guide book PRIME as a main tool. RTI represents an important educational strategy to close achievement gaps for all students, including at-risk students, students with disabilities, and English language learners. In an RTI process, a student who is struggling receives additional instructional support provided by matching instruction to a student's individual needs through a multi-tier instructional model. Additionally, our school will be focusing on using our data driven spread sheets to actively plan skill-specific lessons based on each child's individual needs. The Internet based iReady program is used as both benchmark and ongoing progress monitoring of achievement in reading and math and assists us in generating useful data for each student, including ELLs and Former ELLs.
13. What programs/services for ELLs will be discontinued and why?

There are presently no programs we plan to discontinue. Since our students have been more successful on the NYSESLAT than in the past, we would like to continue the in-school and after-school programs for English language learners.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

All ELL's have equal access to all programs here at P.S.31. We offer supplemental services to ELL's after school (AIS), before or after school, or our Title III program, and our response to intervention initiative. Various in school programs are offered to the entire school population, including English language learners. All ELL students may participate in our Arts Programs including Band, Chorus, and the Annual School Play. All ELL students may participate in our Sports Programs such as Basketball Team and Cheerleader Squad. Our parent coordinator ensures that letters are distributed from P.S. 31 inviting all ELLs to participate in our various activities.
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.

P.S. 31 supports our English language learners with high quality and rigorous instruction to meet the common core standards. Many different materials are used to support our ELL population including: computers, books on cd's, ipads, and interactive smartboards. We also subscribe to periodicals such as Time for Kids, National Geographic, and Scholastic News and Storyworks to align with Common Core Standards. Math and Science core studies utilize manipulatives for kinesthetic and visual learners. In addition our Math and ELA curriculums have ESL components which allow for differentiation for our ELLs in their classrooms. These materials support different learning styles and multiple intelligences as new information and concepts will be presented. Our school

attempts to support ELLs education by providing, when possible, native language materials to newcomers. The internet is also used as a native language resources. The Google Translate app allows teachers and students to translate printed text in 27 languages so students can experience the world in their language. The languages are English, French, German, Italian, Portuguese, Russian and Spanish, Bulgarian, Catalan, Croatian, Czech, Danish, Dutch, Filipino, Finnish, Hungarian, Indonesian, Lithuanian, Norwegian, Polish, Romanian, Slovak, Swedish, Turkish and Ukrainian. Our school also uses Google's free online language translation service, which instantly translates web pages to other languages. This translator supports: English, Arabic, Bulgarian, Chinese, Croatian, Czech, Danish, Dutch, Finnish, French, German, Greek, Hindi, Italian, Japanese, Korean, Norwegian, Polish, Portuguese, Romanian, Russian, Spanish, and Swedish.

16. How is home language support delivered in each program model (DL, TBE, and ENL)?

Native language support is given to our ELL's in the following forms: bilingual dictionaries and content-area glossaries; computer tools and apps; trade books in the students' native languages; native peer partnerships; staff members who can speak to some of our ELL's in their native tongue. Our classrooms and school library contain bilingual texts that represent the primary languages in our school. Additionally, the internet is a valuable resource, specifically GOOGLE Translate see above answer.

17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.

All services and resources provided to our ELL's correspond to their ages and grade levels. After reviewing and analyzing data including NYSITELL, NYSESLAT, ELA, Math, Science, standardized tests, grade tests, informal assessments during common grade level meetings, students are grouped together by grade level and subgrouped, at times, by proficiency level, however these groups are flexible. This allows instruction to be delivered corresponding to students' grade curriculum and standards. Math and ELA curriculums have ESL components with differentiated lesson activities for reinforcement of concepts for our ELL's. In addition all classrooms libraries have leveled books which are matched to each individual's independent reading level. Ongoing assessments are further reviewed to determine if the ELLs are reaching their goals, showing improvement, and are used for flexible grouping.

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).

To assist our newly enrolled ELL students, P.S. 31 offers many activities with the purpose of assisting newcomer students and their families. For example parents are provided opportunities to tour the building, meet staff and administrators, and meet new parents, all communicated bilingually if necessary. Visits include classrooms, cafeteria, library, offices, etc. Our school also offers a School Orientation for both parents and students prior to the beginning of school. This is a time when PS 31 teachers, administration, parent coordinator, school guidance counselor and PTA president have an open forum in which they inform new parents about various parent related interests such as PTA, various fundraisers, Multicultural Days, various celebrations, school procedures like bus and lunch and much more. Our active PTA is a diverse group of parents and teachers who are involved fostering the home-school connection. Since communication is a critical component of parent involvement, our school maintains a frequently updated website and corresponds with families via email. The ESL parent orientation is a perfect opportunity for parents to meet other parents that speak the same native language and whom are also new to our school. These meetings are ongoing over the course of the year. We also recommend language programs to students and parents that are held locally in the community. Our school offers a variety of workshops to keep parents apprised of school expectations and other relevant topics. Our school encourages families to attend social events such as Family Night, which is an enjoyable carnival held both inside and outside the building. Also several times a year there is a Movie Night, as well as Family Zumba. Throughout the school year, ELL's are offered the following enrichment and extra-curricular activities: Ballroom Dance, Chorus, Keyboard, Field Day, Class plays, After-School play AIS, and Title III.

19. What language electives are offered to ELLs?

n/a

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)?

n/a

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.)
 1. Professional development is an ongoing process and a key component of helping our students succeed. All teachers participate in varying professional development opportunities throughout the school year. ESL workshops are generally attended out of the building and are usually given by the Office of English Language Learners. This year we expect multiple opportunities to engage in professional learning on implementing the Common Core Learning Standards. (These workshop offerings are disseminated to schools as they become available, therefore a comprehensive list of them cannot be included here.)
Whenever applicable, teachers turn-key the information to staff during monthly faculty and/or grade conferences. These meetings support both classroom teachers and paras by giving them ESL strategies for their ELL's while helping the staff who need, meet the mandated 7.5 hours of ELL training. The NYC Department of English Language Learners and Student Support offers multiple resources including high quality professional development series, Common Core-aligned lesson samples and documents, an ever-growing video library, and RTI Resources for Teachers of ELLs. Currently, our ESL teachers are attending 2 ongoing workshops offered by Queens North Borough Field Support Center. The first is a series of 3 workshops called The Nuts and Bolts of ELL Related Topics and Regulations which provides an overview of regulations that govern ELL education, demographic, performance information. The second workshop is given monthly throughout the school year and is called Professional Learning for ELLs, the topics explored are academic vocabulary, text complexity, scaffolding strategies, RTI and other relevant topics. ELL personnel/teachers then turnkeys the information from these meetings to the staff including school psychologist, secretaries, parent coordinator, and speech therapists. Additionally, the classroom teachers receive Professional Development where handouts are given on various topics, ex) ELL Strategies to use in your Classroom, Planning Units with ELLs in Mind, etc. One of the best ways to continue to be knowledgeable is through engagement in ongoing professional development and conversations during grade level meetings/planning days, weekly labsites, periodic professional development days, professional reading, and through the turn-keying of information acquired while attending workshops and seminars outside of the school.

Professional development has become a part of our school community. Our teachers have a number of opportunities available to develop themselves professionally. Through these professional opportunities, members of our entire staff participate in a number of activities from viewing and discussing high-quality teaching, engaging in thematic grade level planning, reviewing best practices/teaching methodologies (including ESL) and differentiated learning via study groups, meeting w and ESL.
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?
 1. Professional development is an ongoing process and a key component of helping our students succeed. All teachers participate in varying professional development opportunities throughout the school year. ESL workshops are generally attended out of the building and are usually given by the Office of English Language Learners. This year we expect multiple opportunities to engage in professional learning on implementing the Common Core Learning Standards. (These workshop offerings are disseminated to schools as they become available, therefore a comprehensive list of them cannot be included here.)
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3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

Staff support in assisting ELL's as they transition from elementary to middle school is provided through collaborative planning. The ESL teachers at PS 31 meet with classroom teachers to discuss the needs of each graduating ELL and to determine best practices for assisting these students with their transition. The graduating students attend middle school orientation in June where they take a tour of their new school and meet with the principal and staff. During the orientation students have the opportunity to meet with middle school teachers and ask questions about the middle school environment.

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.

CR Part 154.2 requires a minimum of fifteen percent (15%) of the required professional development hours for all teachers. With a focus dedicated to language acquisition, specifically best practices for co-teaching strategies and integrating language and content instruction for English Language Learners. English as a Second Language teachers have a minimum of 50% of the required professional development hours designated 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.

The entire staff receives training in ESL strategies and methodologies in the classroom, data analysis of all ELL related test scores, BICS/CALP and the stages of language development, as well as the NYSESLAT, as well as NYSESLAT data analysis. The administration believes that familiarizing the staff with the NYSESLAT (Reading, Writing, Listening, and Speaking) will assist all teachers in good standards based literacy instruction, specific strategies and approaches to use with newcomer ELLs. Agendas and attendance are maintained by presenters to track hours .

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?

During extended day on Tuesdays, teachers communicate with parents via phone conferences, email or in person meetings to discuss the goals of both the program and student progress. If appropriate, interpretation services are provided via telephone conference calls or in person, if available. At this time the ESL teacher discusses with the parent ways they can help support their child's learning at home, we set goals for the student, and review their classroom work and assessments with the parent. Written translations of important notices are provided through the DOE Unit.

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.

Paste response here:

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
*Question 2. ABOVE (There is no place to answer) During our weekly meetings with parents during our Tuesday Parental Involvement we schedule appointments or phone conferences with ELL parents. We maintain a ongoing log/and sign in sheet.

Question 3. P.S 31 believes that parental involvement is key to every child's success. We encourage parents to volunteer and our school promotes an open door policy. Parents are encouraged to participate and become actively involved in their child's learning processes and academic life. To this end, both classroom teachers and ESL teachers coordinate activities throughout the school year to ensure parental involvement. Parents are invited to attend our "Meet the Teacher" night. This gives parents a chance to become familiar with the school environment and meet their child's teacher in an informal setting. Parents are also invited to attend our "Open House" week during which parents are able to observe and participate in their child's learning both in the ESL class and in his/her regular class. In addition parents are invited and encouraged to attend: monthly class performances, trips, special lessons, and most importantly, Parent-Teacher conferences during which they can discuss their child's progress. Interpreters are present at these events to further enhance communication with parents of ELL's. Parents are also encouraged to attend PS 31's PTA meetings and are informed of adult ESL classes being given at various schools within the community. A variety of workshops are offered throughout the school year to keep parents/guardians apprised of upcoming events, strategies that parents can implement to support their child's academic achievement. Our parent coordinator is actively involved during all parental meetings, activities, and is always accessible to the parent by assisting them in communicating with any language needs.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
Our school partners with Community Bases Organizations (CBO) that provide workshops and services to ELL parents and their students. The Asian Coalition is one agency that partner with and numerous after school and Saturday school programs throughout Bayside and in Little Neck, NY. Our parent coordinator gives our parents the opportunity to attend adult ESL classes in the local library and a district public school.

5. How do you evaluate the needs of the parents?

Our parent coordinator will act as a liaison between parents, administration and staff members. The parent coordinator connects parents with local community assistance programs such as child care services, afterschool services, Boys and Girls Clubs, etc. Annually a survey is sent home to all parents evaluating their oral and written language preferences. Based on this survey, notices are then sent home in their preferred language or have been stamped with a "high importance please translate" in their language. Parents have the right to translation and interpretation services if they request or require language assistance in order to communicate effectively with out school. All parents are made aware of the many services available to them by a sign that is in our main office and school lobby, indicating that there are always interpreters available. All parents have access to the Parents' Bill of Rights in their native language. There is a directory of resources called, "After-school and More: Programs in the Metro-NY area" that lists all available services and many are geared toward speakers of a language other than English which is provided to parents. The parent coordinator in our school ensures that each child's maximum potential can best be achieved through a partnership between parents' and school.

In addition, the PTA reaches out to parents to determine how they can support speakers of languages other than English.

6. How do your parental involvement activities address the needs of the parents?

Our parental involvement activities are tailored based on the response we receive from our parents. We also welcome suggestions made by parents at various workshops run by our parent coordinator. Our goal is to bring parents into the school so that they feel comfortable.

Many of our parents are non-English speaking, from diverse cultures and are becoming more and more comfortable participating in school activities. Our parent involvement activities are geared toward giving parents the knowledge they need to feel confident when communicating with their child's teacher and assisting their children academically at home. Some examples of workshops we provide at our school are: ELA Common Core Workshops, Math Common Core Workshops, Bullying workshops, Homework Help workshops, Developing Study Skills, and Tips for A Successful Parent/Teacher Conference. In addition, we also have a diverse staff that can speak fluently in many languages to help parents. Our parent coordinator hires translators whenever necessary, but always for parent teacher conferences.

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: **031**

School DBN: **26Q31**

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)
Terri Graybow	Principal		10/13/15
Tony Kossovitsas	Assistant Principal		10/13/15
	Parent Coordinator		
MaryAnne Gaudio	ENL/Bilingual Teacher		10/13/15
	Parent		
Diana LoPiccolo/ENL	Teacher/Subject Area		10/13/15
Anne-Marie Songco	Teacher/Subject Area		10/13/15
	Coach		
	Coach		
Aimee Serfaty	School Counselor		0/13/15
Danielle Giunta	Superintendent		10/13/15
	Borough Field Support Center Staff Member _____		
Lara Africk	Other <u>SETSS Teacher</u>		10/13/15
	Other _____		
	Other _____		

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: 3 **School Name: P.S. 31Q**
Superintendent: Danielle Gunta

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.

P.S. 31 will be providing our entire staff with training to ensure they fully understand their responsibility to offer translation and interpretation support to parents. Our school runs several ATS reports, such as the UPPG, RPOB, and RHLA, to identify and ensure the language needs of our parents are met. Additionally, this year we will be training a staff member who will be responsible for coordinating language access for parents. This staff member will be trained to monitor parent language needs, identifying school staff who are qualified to provide interpretation, allocating funds to provide language assistance and informing parents as to the varying language assistance available at our school. When parents register their child they complete the HLIS with the assistance of a trained staff member, their language preference is noted and our school makes every effort to communicate with parents in their preferred language.

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.

P.S. 31's parents preferred languages include English, Chinese-Cantonese/Mandarin, Korean, Greek, Spanish, Urdu, Arabic, Albanian, Polish, Russian, Bengali, and Japanese. Although, many of these parents have put down both English and their first language as preferred.

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.)

All parents were given access to our PS 31Q website which gives them a full calendar and announcements of events which can be translated into their preferred language via Google Translate. Each teacher has a page which gives dates and homework assignments, trips, test dates and projects that can all be translated.

Parents of ELLs receive all notices in their preferred languages during registration as well as viewing a video in their preferred language during our parent orientation. Annually letters are sent home informing parents of ELLs about their child's NYSESLAT test scores and their placement in our ESL program. There are also informative English Language Learner pamphlets that explain the three program selection choices in numerous languages.

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.

In addition, to parent-teacher conferences and workshops and Meet the Teacher Night, our Tuesday Parent Involvement Day provides parents with full translation of their child's progress, either in person or via phone conferences.

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.

Our school uses the Translation & Interpretation Unit to provide oral and written translation to most parents and in addition we have adult translation volunteers.

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.

Oral translation services have always been a part of P.S. 31's plan to communicate with parents of whom have limited English proficiency. Several staff members speak various languages and volunteer their services to discuss with parents information about their child's education and increase parents' capacity to improve their child's achievement, as well as answer any questions parents have. We have always provided and will continue to provide interpretation services during parent-teacher conferences from an outside vendor. Oral phone conferencing through the DOE translation services, is frequently used when parents speak a language that our staff cannot orally interpret.

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.)

Mrs.Graybow, the Principal and Mr. Kossovitsas, the Assistant Principal distribute and advise their staff to utilize the translation unit and to access free over-the-phone interpretation services which helps in 200 languages.

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

PS 31,Q ensures that Limited English Speaking parents are provided with a meaningful opportunity to participate in and have access to programs and services critical to their child'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)

The parent coordinator works hand in hand with parents to gather feedback by phone conversations, in person conferences and parent surveys that are distributed during monthly PTA meetings. The parent coordinator will set up a focus group of parents including all cultures and languages that represent our

school. The purpose of this focus group is to gather feedback and make suggestions on how to improve parent/school communication.